

**THE ROLE OF PARENTS IN THE DEVELOPMENT OF
ADOLESCENTS' EMOTIONAL INTELLIGENCE**

by

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I declare that **THE ROLE OF PARENTS IN THE DEVELOPMENT OF ADOLESCENTS' EMOTIONAL INTELLIGENCE** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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SUMMARY

This research was undertaken to analyse and evaluate the nature and quality of the role of parents in terms of the development of emotional intelligence in their adolescents. The results of this study indicate that emotional intelligence does appear to be higher in adolescents who have been exposed to a caregiver whose predominant style of parenting is that of an emotion coach. Parenting style therefore, appears to be related to a nurturant interaction with open communication and empathy. The adolescents who displayed less of the characteristics of emotional intelligence and experienced a low self-concept, perceived their primary caregivers as less empathetic, as communicating their emotions less effectively and as less able to put strategies into place to deal with their emotions. The researcher recognised limitations of the research and made recommendations on ways in which parents and adolescents can create more suitable environments for the development of emotional intelligence.

TITLE OF THE THESIS:

THE ROLE OF PARENTS IN THE DEVELOPMENT OF ADOLESCENTS'
EMOTIONAL INTELLIGENCE

KEY TERMS:

Adolescence; the middle stage of adolescence; emotions; emotion coaching; emotional intelligence; parenting styles; personality; control; autonomy; discipline; self-esteem; empathy; role of parents; parents and the development of adolescents' emotional intelligence.

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CHAPTER 1

ORIENTATION

1.1. BACKGROUND

Different styles of parenting seem to have been the subject of furious debate for many years. The effects of these parenting styles however appear to have far reaching ramifications. It seems as though children absorb and internalize how they are treated by their parents and then instinctively use similar styles of parenting on their own children, when they become adults. This appears to be especially significant in the lives of abused children, who often seem to become abusive adults, even though they may have resolved not to continue this cycle with their own children. It seems as if what we are exposed to and how we are treated as young children, affects how we feel about ourselves and how we interact with the world around us.

Interesting questions may arise from this, as to whether there is a correlation between the nature of parenting and the consequent level of coping skills, social competence, empathy and emotional awareness – in short, the emotional intelligence levels – of the children/adolescents exposed to different styles of parenting. Would better parenting enable them to become more aware of their own emotions as well as those of others? Would these adolescents then be more able to deal effectively with their worlds, to be able to read social cues more effectively, to be able to understand their own emotions and how these emotions affect themselves and others? If this were to be the case, it may be interesting to ponder whether parents who are more emotionally intelligent themselves, actually use different styles of parenting, in the form of emotion coaching, and whether this produces children who have a higher level of emotional intelligence themselves.

If a certain type of parenting style is effective in producing children who display more signs of emotional intelligence, then it may be possible to educate parents to use this style of parenting predominantly.

In this way, it may be possible not only to safeguard the emotional intelligence of the next generation, but also to halt the cycle of ineffective parenting that is currently being used. This style of parenting – namely the emotion coaching approach – should result in a child with emotional skills that have become an integral part of his personality.

During the adolescent stage (demarcated between 14 -18 years of age for the purposes of this study), when it seems that an 'own' identity is being formulated, it would be interesting to establish the personality profile of the adolescent in order to determine the nature of the similarities or differences in the personalities of adolescents who have been exposed to parents who use different or similar styles of parenting.

1.2 ANALYSIS OF THE PROBLEM

1.2.1 Awareness of the problem

Having worked with adolescents, and watched friends' children grow into adolescents, it has become increasingly apparent that they have each developed in unique and vastly different ways. The researcher became increasingly intrigued with questioning the reasons as to why some adolescents coped so much better with the stresses and strains of this developmental period than others. These adolescents appeared to be less influenced by peer pressure than their counterparts, more socially able, and more in touch with their own emotions and those of others. In short, they appeared to have developed higher emotional intelligence than their peers.

Having met with many of their parents in the course of her work, as well as having visited the homes of friends with adolescents, the researcher was able to observe the many different parenting styles that were in use. This raised

questions as to whether there may be a correlation between these differing styles of parenting – particularly that of the emotion coaching style - and the resultant coping mechanisms of the adolescent children.

After reading widely on the topic, it began to emerge that much of our success in life can be accounted for by emotional intelligence. It appears to follow from that, that if children can be assisted in developing this area and therefore become more emotionally intelligent, there may be a significant improvement in how they view themselves and others, as well as how effectively they are able to cope with and manage their lives. Because they may be more capable of identifying and labeling their own emotions as well as the emotions of others, communicating these feelings and putting strategies into place in order to deal with them effectively, they may be more socially competent as well as experience a higher level of self- concept.

According to the forward written by Goleman (Gottman 1997:13-14), a nationwide, random sample of more than two thousand American children found that there is a long-term trend in America for children to have lowered emotional skills. It is posited by the researcher that poor parenting, less available caregivers, peer pressure and growing social dysfunction may account for this steady decline in emotional skills and the resultant drop on more than forty indicators. Gottman (1997:foreward) describes these children as nervous and irritable, sulky and moody as well as depressed and disobedient.

When faced with the high drop-out rate of our adolescent population in education, drug abuse, teenage pregnancy rates and general moral degradation that is taking place in our society, it seems imperative that a new way be found to deal with these issues on a fundamental level. If more people can become aware of the benefits of emotional intelligence for the adolescent, parents, peers and the wider society, families may become more effective in the way that they deal with their emotions and transmit them. This in turn, may lead to a better understanding of others and a heightened ability to form closer relationships. Indeed, a value system may be developed according to family standards of love and connectedness, loyalty and affection (Gottman 1997:17).

1.2.2 Investigation and statement of the problem

Behavioral problems in both home and school seem to be increasing. Many factors may contribute to these problems although one factor seems fairly universal, and that seems to be the link between unsatisfactory parent-child relationships and resultant behavioral problems. It appears that the child will not be able to become the complete adult that he is meant to be, unless he receives effective help and support from an adult whom he values and who accepts responsibility for him. The educational relationship within the family therefore, assumes enormous proportions and the emotional milieu in which the child grows towards adolescence may be an important indicator of subsequent coping mechanisms, awareness of emotions in the self and in others and the development of empathy.

In recognition of this, it is stated by Conger (1991:529), that the single most important predictor of adolescent delinquency is a child's relationship with his parents. In agreement, Gottman (1997:141) contends that there is evidence to support the premise that children who experience negative home environments with a high degree of conflict, experience higher levels of depression, anxiety and withdrawal. There is also evidence to indicate that early discipline is an important correlator, with a higher likelihood of delinquency if the disciplinary measures are lax, erratic, overly strict, or when there is more physical punishment and less reasoning (Conger 1991:530). A crucial factor in the equation is that of parental supervision, with weak supervision most strongly associated with delinquency.

It appears that the delinquent adolescent has been exposed to a parent-child relationship that is categorized as lacking in communication, understanding and identification within the family (Conger 1991:530). Some delinquencies seem to occur when the anti-social acting-out in a child is unconsciously fostered and sanctioned by parents who vicariously receive gratification of their own poorly integrated forbidden impulses through the acting-out of the child (Conger 1991:532). It appears further, that there is more mutual hostility, lack of cohesiveness, parental rejection, indifference, dissension, apathy, minimal

aspirations, fewer leisure activities as a family and more personal and emotional problems, found in the delinquent adolescent and his family.

Research studies (Patterson 1982:1299-1307), have investigated the impact of early patterns of child rearing behaviors, on adolescents with depressive symptoms or with conduct problems and have found a significant correlation. It seems as if adolescents with these types of problems are highly influenced by their experiences within their families. There appears to have been an increase in overt aggression in adolescents who have experienced hostile behavior from their parents' and those adolescents who have learnt to use coercive behavior in family interactions are more likely to be anti-social. In agreement with this, research seems to show (Lefkowitz & Tesiny 1984:776-785), that parental rejection is often a form of punishment for non-achievement and correlates significantly with adolescent low self-esteem and pathology. However, in contrast to this, the presence of parents' warmth and skillful discipline in the early years tends to reduce the occurrence of these problems (Xiaoja, Best, Conger & Simons 1996:17-31).

Parents tend to be the most significant and consistent 'others' in a young person's life from infancy to adolescence. They are the focus of his first object relations, his first internalizations as well as of his first inter-personal experiences. They are also the providers of his early environmental ambience and are highly influential in his consolidation of pre-adolescent ego functions. Despite an adolescent's expanded social circle, the parents seem to contribute as the major impact (Siddique & D'Arcy 1984:459-473; Myers 1996:36; Gottman, Katz & Hooven 1996:159).

Gottman (1997:17), in answer to this need, has researched the emotional bond and interaction that exists between parents and their children and the concept of emotion coaching that has emerged. This is based on emotional communication and the demonstration of love and affection for the child through love and empathy. It concurs with the authoritative style of parenting expounded by Vernon and Al-Mabuk (1995:17), in which parents display warmth, provide assurances of worth and value as well as maintaining a certain

degree of control. Independence is encouraged and discussions often ensue around areas of disagreement between children and parents. Children/adolescents who have been raised in an emotion coaching or authoritative environment, usually turn out to be competent, confident, self-reliant and socially responsible (Gottman 1997:17; Vernon et al 1995:17). Gottman (1997:17) claims further, that children reared in this way, develop a greater emotional intelligence and as such, are able to regulate their own emotional states more effectively.

The development of autonomy is one of the major tasks of adolescence and parents need to be able to stand back and allow their adolescents to prepare themselves to meet the demands of the adult world (Vernon & Al-Mabuk 1995:142). There is a need for recognition and encouragement of the adolescent's need for increased independence. Parental behavior may vary widely across the range of control and authority at one end and autonomy at the other. It is thought that the severity of the adolescent's independence/dependence conflicts and the ease with which autonomy is established depends to a large extent on previous and current parent-child relationships and on parent practices (Vernon & Al-Mabuk 1995:123; Conger & Petersen 1984:69; Myers 1996:125).

Research (Gottman 1997:19; Vernon & Al-Mabuk 1995:16-17) shows that democratic, authoritative and emotion coaching parents, who provide explanations for their rules, are more likely to have adolescents who are more confident in their own values and who are more independent. In contrast, adolescents with autocratic, authoritarian parents who do not explain and reason with their children/adolescents are more likely to lack self-confidence and independence.

Hunter and Youniss (1982:806-811) identify two types of interpersonal relationships that are manifested in the adolescent's relations, namely: the unilateral authority relationship and the friendship relationship. In the former relationship, the parent possesses the authority to impose his knowledge onto the child/adolescent and in the latter relationship, there is a mutual reciprocity in

which the child/adolescent constructs his own understanding of reality and tests his ideas along with his peer group rather than with the parent. In the friendship relationship, it is posited that parents tend to display a relative lack of concern and affection – neither controlling nor supporting their children and thus leaving them to seek approval and affection amongst their peer groups. It is noted that these adolescents tend to lack self-esteem, are less interested in and effective with regard to academic work and tend to take a dimmer view of their futures. This is contrasted strongly with the later work of Gottman (1997) and Gottman et al (1997:85) who advocate the emotion coaching style of parenting which provides reasoning, problem solving skills, empathy, communication and a certain amount of control and mutual boundary setting. This type of parenting, that is consistently nurturing as well as demanding, tends to produce adolescents who are more adult orientated, responsible, socially adept, empathetic and with a good sense of self. However, research (Gottman et al 1997:12-13; Myers 1996:68) has introduced the multi-faceted concept of adolescent/parent relationships and how the interaction is influenced from both sides. It appears that what has been missing in the previous literature is the emphasis on emotions and feelings, on the one hand from the parent related to the emotional displays of the child and on the other hand from the child related to his own emotions, the emotions of his parents and those of his peers. Parents and children alike, it seems are embroiled in the emotions of the developmental stages at which they find themselves and the question is how best to go about dealing with these emotions to produce emotionally intelligent behavior and effective coping strategies (Myers 1996:68).

It appears as though adolescents experience a large amount of stress and strain during their adolescent years. Different parenting styles seem to produce different effects on the coping skills of this group. It is suggested, that the particular parenting style that aims at producing the most emotionally intelligent adolescents, who will then have the necessary skills to cope with this stressful period, is that of emotion coaching. Adolescents from these homes may display more warmth, emotional stability, empathy, social competence, self-concept and security than those who were exposed to other styles of parenting.

The above discussion and investigation of the problem has raised many thoughts and queries, namely:

- Do adolescents differ in their emotional intelligence?
- Does an emotionally intelligent parent raise an emotionally intelligent adolescent?
- Is it possible to draw a profile of an emotionally intelligent adolescent through the investigation of his personality profile, rather than an innate quality?
- What is the link between emotional intelligence and personality?
- Can emotional intelligence be taught?
- Which parenting style would produce an emotionally intelligent adolescent?
- How emotionally intelligent would an adolescent who has been exposed to a laissez-faire parenting style be?
- What would the differences in the emotional intelligence of an adolescent who has been exposed predominantly to a dismissing style of parenting be?
- Would an adolescent who was brought up in a home where a disapproving style of parenting was predominant display more or less emotionally intelligent behavior?
- What is the emotion coaching style of parenting?
- Does emotion coaching allow the adolescent the space to express his real need for nurturance, in an atmosphere of concerned and caring interaction?
- Would the emotion coaching style of parenting prevent the adolescent from a superficial pursuit of imposed or unrealistic goals which would negate his personal dignity and repress his real needs?

These questions may lead to the following research question, which is a statement of the problem:

“What role do parents play in the development of emotional intelligence in their adolescent children?”

The following hypotheses may be formulated:

- Parents play an important role in the development of emotional intelligence in their adolescent children
- The levels of emotional intelligence in adolescents differ, depending on the style of parenting that they have been exposed to
- Emotional intelligence is a concept that is taught rather than an innate quality
- Emotional intelligence can be observed in the personality profile and the self concept of the adolescent
- The parenting style of the primary caregiver can be ascertained through a self test for parenting styles
- The emotion coaching parenting style is influential in developing emotional intelligence
- Adolescents who have been exposed to the emotion coaching parenting style will show a higher level of emotional intelligence

1.3. AIMS OF THE RESEARCH

For purposes of clarity, this research will make provision for general and specific aims.

1.3.1 General aim

The research aims to analyze and evaluate the nature of parenting style that is used by primary caregivers, especially that of emotion coaching, as well as emotional intelligence and how it is manifested in the personality of adolescents, the nature of adolescence and the importance of self concept for adolescents. Special focus will be emotional intelligence in their adolescent youth, specifically related to parenting style.

1.3.2 Specific aims

This research is concerned with the identification of specific variables, which influence the level of emotional intelligence in adolescents, as well as to evaluate the influence of those variables, such as parenting style and their effects on the adolescent. For the purpose of identifying the influence of the role of parents in the development of emotional intelligence in adolescents, these specific aims may be broken down into:

1.3.2.1. A literature study

To establish:

- The nature of emotions
- The kind of emotional problems experienced by the adolescent
- The way in which adolescents overcome emotional problems
- The meaning and nature of emotional intelligence
- Whether emotional intelligence can be established from a personality profile
- If the self-concept is related to emotional intelligence
- The stages of development of the adolescent
- The earlier stages of development and how they influence the adolescent
- The nature of parenting styles
- The effects of these parenting styles on adolescents
- How these parenting styles affect adolescents and the level of their emotional intelligence
- The nature of emotion coaching
- The effects of emotion coaching on the adolescent

1.3.2.2 An empirical study

To establish:

- Whether parents play an important role in the development of emotional intelligence in their adolescent children

- Whether emotional intelligence is taught rather than innate
- Whether emotional intelligence can be observed in the personality profile of the adolescent
- Whether parenting style is an important determinate of emotional intelligence in adolescents
- Whether parenting style can be established by means of a self test on parenting styles
- Whether emotion coaching as a parenting style results in a higher level of emotional intelligence in the adolescents who have been exposed to it.

1.4. RESEARCH METHOD

The research that is being conducted is intended to explore the different parenting styles, emotion coaching in particular, in order to investigate any influences they may have on the development of emotional intelligence in their adolescent youths.

As such, a literature study will be undertaken in order to explore fully and evaluate the role of parents in the development of emotional intelligence in their adolescents. In this case the phenomena under investigation are: the role of parents, parenting styles, emotional intelligence, the adolescent. The literature study will concentrate on a wide review of relevant writings such as books, periodicals, reports, documents and newspaper articles that will give a broad background on the above concepts. Tentative hypotheses may emerge from the literature study, which may then be defined as conjectural statements about the relationships between the phenomena. The existing hypothesis conjectures that emotion coaching will produce a personality profile with higher levels of emotional intelligence amongst adolescents who have been exposed to it. These adolescents will also have better self-concepts.

The empirical investigation will cover the following areas: In qualitative research the samples are usually small. In this study, five families in which there is a primary caregiver, as well as an adolescent between the ages of 14

and 18 will be used. The primary caregiver will answer a self-test on parenting styles in order to establish his predominant parenting style. The adolescent will answer the high school personality questionnaire as well as the adolescent self-concept test in order to link these results to aspects of emotional intelligence. Both the primary caregiver and the adolescent will participate in a semi-structured interview in which their perceptions about their own emotional intelligence and that of each other will be explored by the researcher.

1.5. DEMARCATION OF THE RESEARCH

This research will be centered round the following concepts:

1.5.1. Parents and their style of parenting

A primary caregiver will be selected on the basis of the amount of parenting that he/she has been involved in with regard to the adolescent. Four styles of parenting will be investigated, namely: the dismissing parent, the disapproving parent, the laissez-faire parent and the emotion-coaching parent (Gottman 1997:50-52). The primary caregiver will answer a self-test on parenting styles and later on will participate in a semi-structured interview designed to establish his/her perceptions about his/her own emotional intelligence and that of his/her adolescent.

1.5.2. Stages of development

The stages of the developing adolescent will be considered in order to ascertain the factors that may contribute towards emotional intelligence. In relation to the adolescent, the stage of identity formation is particularly important and as such, will be investigated thoroughly.

1.5.3. Emotional intelligence

The concept that the development of emotional intelligence is a learned skill highlights the importance of educators and parents. All aspects of emotional

intelligence have been explored and investigated in order to establish a model of emotional intelligence that can be used for this study. The effects of the different parenting styles on the emotional intelligence of adolescents will be investigated. The level of emotional intelligence in adolescents will be measured by means of the personality questionnaire and the self-concept test. Because learning has been identified as a crucial aspect in the development of the personality and the home has been highlighted as the most important influence on its development, the relationship between the adolescent and the primary caregiver is crucial as it influences personality development through learning (Mwamwenda 1995:319-322).

1.5.4 Adolescents

The study will concentrate on the adolescent who is between 14 and 18 years of age. He/she must have lived with his present caregiver all of his life. Different aspects of adolescence will be investigated, especially as they relate to aspects of this study, namely emotional intelligence and the role of the parents.

1.6 CLARIFICATION OF CONCEPTS

The core concepts to be discussed in this study are:

- Adolescence
- Emotions
- Emotional intelligence
- Parenting styles
- Emotion coaching
- Personality

1.6.1 Adolescence

According to Pipher (1994:52), and echoed by many other authors (Mussen, Conger, Kagan and Huston 1984; Vernon & Al-Mabuk 1995:125), adolescence

is a stage when intense preoccupation with the self occurs and many kinds of development happen – physical, emotional, intellectual, academic, social and spiritual – and not necessarily in any kind of order. It is interesting to note that there are many differences between adolescents and their parents during this phase of development. According to Phelan (1993:64), teenagers tend to experience more dreams than realities, whereas parents tend to experience more realities than dreams. In an attempt to cope with the developmental changes that are occurring, as well as to move forwards in his quest for autonomy and a personal identity, the adolescent slowly begins to relate differently to his family and friends, gradually abandoning the security of childhood and slowly achieving independence from parents (Myers 1996:23). It is at this stage that a search for one's identity becomes a preoccupation – the adolescent wants to know who he is, what he is capable of doing and achieving in his life and the type of friendships he wants to have, to name but a few (Mwamwenda 1995:73). Adolescence is often described as various stages of development (Adelson 1980:47; Conger 1991:85; Myers 1996:97, 123).

These may be described as:

- Early adolescence, approximately between 11 and 14 years of age, which is characterized by acute feelings of self-doubt and unhappiness, mood swings and increased importance of the same sex peer group.
- Middle adolescence occurs approximately between the ages of 14 and 18 years of age and it is in this stage that the adolescent experiences a growth spurt accompanied by feelings of awkwardness, newly acquired sexual maturity, and a great need to conform to the peer group.
- Late adolescence approximately between 17 and 20 years of age, refers to the stage of deductive or hypothetical approaches to problem solving skills as well as a crystallizing of moral values.

In this study, the group that has been targeted is the middle adolescent, as this is the stage at which the adolescent is forming a sense of self-identity, autonomy and greater independence. Yet other researchers (Mwamwenda 1995:63; Myers 1996:23) view adolescence as one stage, varying from 12 to

21years of age and as incorporating all of the above but not in any particular sequence or stage.

1.6.2 Emotions

The literature (Jenkins, Oatley & Stein 1998:136) indicates that emotions are central to human life, that they are subjective and are made up of short-term emotions, longer-term moods and very long term emotional dispositions of personality. Goleman (1996:6), states that the root meaning of emotion is 'to move' and therefore it leads to an impulse to act. These emotional urges have a compulsive aspect and tend to give rise to both our positive and negative attitudes towards emotion.

1.6.3 Emotional intelligence

According to Gottman, Katz and Hooven (1997:101), there is a set of general abilities that underlie the development of social and emotional competence and that these abilities form the basis for what is referred to as emotional intelligence. This would relate to the child/adolescent's ability to regulate emotion, as well as to be able to self soothe and focus attention during emotionally taxing situations. Gottman (1997:16-17), recognizes the following abilities and skills as encompassing the concept of emotional intelligence:

- Self awareness, which means the ability to recognize feelings and attach a vocabulary to them; to be able to understand consequences to actions and to be able to make reliable decisions based on this; the ability to recognize strengths and weaknesses, as well as to view oneself positively and yet realistically
- The ability to manage one's emotions by understanding feelings such as sadness, anger and hurt in relation to oneself
- The ability to take responsibility for decisions made and to be committed to the outcome
- The empathetic understanding of other people's feelings, including a respect for their differences and points of view; being assertive, with an ability to

compromise, co-operate and to be able to work towards effective conflict resolution.

With regard to this study, the definition of emotional intelligence by Salovey and Mayer (1990:191-199) will be used, as it appears to be the most widely accepted and all encompassing (Wiehe 1997:1192-1204; Goleman 1995:96). This definition includes the ability to appraise emotion in both the self and others, the ability to be able to label these emotions correctly and communicate them effectively, and the ability to be able to put strategies into place in order to deal with them effectively.

1.6.4 Parenting styles

The following parenting styles will be discussed briefly in order to provide an overview: the dismissing parent; the disapproving parent; the laissez-faire parent and the emotion-coaching parent (Gottman 1997:50-53; Gottman et al 1997). These parenting styles will be evaluated and analyzed at a later stage regarding their role in the development of emotional intelligence in adolescents. The question is whether adolescents exposed to different styles of parenting, especially emotion coaching, develop differing levels of emotional intelligence.

- The dismissing parent encompasses some of the following aspects: trivializes and ridicules the child's feelings, disengages, lacks awareness of own emotions and those of others, disinterest in the child's communication, easily overwhelmed by the child's emotions and focuses more on how to get over the emotion, than the emotion itself. This is completely contrary to the concept of emotional intelligence that is the focus of this study
- The disapproving parent encompasses many of the above characteristics, but more negatively, as well as: using judgement and criticism, punitive control, authoritarian methods and a belief that negative emotions are manipulative and a waste of time. This is also contrary to the concepts of emotional intelligence as outlined in 1.6.3.

- The laissez-faire parent tends to be: permissive, accepting of all emotional expression, but does not teach problem solving skills, prefers to ride out negative behavior and does not guide behavior. This is also contrary to the concept of emotional intelligence as outlined in 1.6.3.
- The emotion coach prefers to: respect the world of emotions in himself and the child, use emotional moments to listen, empathize, help, guide, set limits and educate about problem solving skills. (Goleman 1996:50-52; Gottman et al 1997: 279-283; Vernon & Al-Mabuk 1995: 16-18). This is entirely in line with the concepts of emotional intelligence as outlined in 1.6.3 and the proposal that adolescents who have been reared with this parenting style will exhibit higher levels of emotional intelligence.

Therefore parenting style as referred to in this study includes a framework of the above styles of parenting with the focus being on emotion coaching and its implications for the development of emotional intelligence in adolescents who have been exposed to it by their primary caregivers.

1.6.5 Emotion coaching

Because emotion coaching is such an integral part of this study intelligence in, it will be discussed separately. It is proposed that this style of parenting will produce the highest levels of emotional intelligence, in the adolescents who have been exposed to it. According to Gottman (1997:21), parents who become involved with their children's feelings are 'emotional coaches'. These parents teach their children different strategies to deal with the vagaries of life, and these strategies are based on emotional communication. Although limits are still set, these parents help their children to deal with their anger, sadness and fear, through empathy and understanding. This builds a bridge of loyalty and affection, which forms a foundation for 'compliance, obedience and responsibility'. Gottman et al (1997:116) propose that attention by the parents (primary caregivers) to the emotional world of children/adolescents will strongly affect the development of emotion regulating skills, including attention skills and self-regulatory skills. If a connection can be made between emotion coaching parents and the emotional intelligence of their adolescents, it might in some way

help to ameliorate the stress, tension and negativity that many of our adolescents are experiencing today. Emotion coaching programs are already in use, in the hope of changing parenting styles in order to achieve higher emotional intelligence in their adolescents (Gottman et al 1997:280).

1.6.6 Personality

Research shows that learning is a crucial aspect in the development of the personality and the home has been highlighted as the most important influence on its development (Mwamwenda 1995:319-322). According to Clarke-Stewart and Friedman (1987:78), "personality is the typical and consistent way in which a person acts and approaches the world". Personality characteristics are difficult to define and measure and seem to be influenced by both genetics and environment. It seems as though there is a general consensus that genetic predispositions can be 'overridden' by environmental influences (Clarke-Stewart & Friedman 1987:80; Mwamwenda 1995:321). There seems to be an increasing tendency to distinguish between various aspects of personality, specifically between traits of personality, the self and identity. In terms of this study, because it has been posited that learning is a crucial aspect in the development of personality and that the home plays a vital role in this regard, the relationship between child and primary caregiver can be given special focus as it influences personality development through learning. If this is so, then the personality profile of the adolescent may be an important tool in establishing the level of emotional intelligence of the adolescent.

1.7 RESEARCH PROGRAM

CHAPTER 1

This is an orientation chapter in which the background, analysis of the problem, aims of the research, research method, demarcation of the research, clarification of concepts, research program and summary, are laid out.

CHAPTER 2

This is the first literature chapter and will discuss parenting, parenting styles and the adolescent.

CHAPTER 3

This is the second literature chapter and will concentrate on emotions, emotional intelligence and personality.

CHAPTER 4

This chapter will focus on the specifics of the research design and its implementation.

CHAPTER 5

This chapter will interpret, evaluate and analyze research findings.

CHAPTER 6

This chapter will summarize the study, discuss limitations and provide conclusions and recommendations.

1.8. SUMMARY

The complex investigation into the effects of parenting on the development of emotional intelligence on their adolescents, may lead to a variety of outcomes all of which may indicate directions for further research. The problem has been stated, analyzed and investigated as to its relevance and the aims have been laid out to provide the basic concepts that are to be investigated. The research method has been discussed, the concepts to be investigated have been clarified and the rest of the research problem has been delineated.

This study relates to the role of the parents in the development of emotional intelligence in the adolescent. A literature study has been undertaken of all relevant material in order to provide the background information to the study, as

well as to be able to formulate suppositions about the research. This research is qualitative in nature. The sample group is relatively small and the empirical investigation will be as follows:

- The primary caregiver will complete the self-test for parenting style, in order to establish the predominant style of parenting that the adolescent has been exposed to
- The adolescent will be between 14 and 18 years of age and a requirement of the study is that he/she must have lived with the primary caregiver all of his/her life.
- The adolescent will complete the adolescent self-concept scale and the high school personality questionnaire, in order to determine his personality profile and the level of his self-concept, both of which are closely related to emotional intelligence.

Both the primary caregiver and the adolescent will participate in a semi-structured interview in order to establish their perception about emotional intelligence, related to themselves and each other.

The following chapter will investigate the literature and discuss the findings on parenting and parenting styles, as well as the stages of development that lead to adolescence and particularly the stage of middle adolescence, in which self-identity occurs.

CHAPTER 2

A REVIEW OF RESEARCH LITERATURE ON THE ROLE OF PARENTING AND THE DEVELOPMENT OF THE ADOLESCENT

2.1 INTRODUCTION

The topic of parenting appears to be receiving widespread attention (Coleman 1997:44). With regard to literature, there seems to have been an increased number of publications about this topic, which indicates the wealth of interest in the subject (the *Handbook of parenting* edited by Bornstein 1995; *Confident parents: confident children*, Pugh 1994). The focus has been on the needs of parents as well as concerns about parenting and the responsibilities that they hold (Coleman 1997:44). As this study refers mainly to the parenting of adolescents, it is interesting to note the assumption that the parenting of 11-18 year olds presents enormous challenges for mothers and fathers and indeed for society generally (Coleman 1997:45).

There seem to be different schools of thought in the arena of parenting and each seems to give credence to the different standpoints of the nurture versus nature debate. However, there does seem to be some sort of synchronicity between these two standpoints, with regard to the role of parenting. Proponents of the biological and developmental model propose that the organism goes through stages of development and that the successful resolution of each of these stages is crucial. However, these stages of development begin at a very early age and at that time the child is totally dependent on the caregiver to help him/her resolve the stage he is in successfully. Newcomb and Loeb (1999:175) state, that many of the problems that children experience arise from their early environment and family interactions. It is posited that the family's influence on the child is maintained through specific parenting practices. However, it may be difficult to state exactly where the effects of the environment and inner development begin and

end. The researcher wishes therefore, to give an overview of parenting, in which an attempt will be made to define the term, to discuss the effects of discipline and how this may affect the development of autonomy, as well as to look briefly at the differing styles of parenting and the effects on the growing child. Thereafter, consideration will be given to the nature of adolescence, its development and the impact of parenting, as well as the influences of the environment on the development of emotional intelligence.

2.2 THE ROLE OF THE PARENTS

It appears from the literature that parenting is both a dynamic and multidimensional phenomenon (Whiteside-Mansell, Pope & Bradley 1996:278). The assumption is that the dynamic interaction between the primary caregiver and the child is highly indicative of subsequent social, cognitive and behavioral levels of the child. In addition to this, the multidimensional nature of the relationship allows for the parent to excel in some areas and to be less competent in others. It is left to the reader to decide which areas are crucial for the holistic development of the child.

Other researchers concur with this viewpoint, stating that the educational consequences of the first three years of life contribute greatly to subsequent development and that the quality of interpersonal relationships are central and significant to the overall well-being of the individual (Roehl, Herr & Applehaus 1985:20; Thornton, Orbuch & Axinn 1995:538-539). It appears that the structure of family life has changed dramatically in recent years with a higher incidence level of divorce, single parenting and step families, as well as a lower amount of time spent nurturing, guiding and sharing with children. In fact it is posited that many parents may find the child rearing process less pleasurable and more stressful.

Contrary to this, other research (Mills & Stevens 1985:181-194) has shown that in the case of employed mothers, where there is less involvement in activities such as child care and house-keeping, the amount of participation of fathers in

these activities increased and mothers were less over-protective and tended to encourage their children's independence to a greater degree. Because mothers and fathers have been socialized to their gender specific roles, mothers may typically be seen to be more nurturing and understanding, while fathers may be perceived as more powerful and deserving of respect (Thornton et al 1995:540). This was confirmed in research studies (Thornton et al 1995:559), which indicated that adolescents generally rate their relationships with their mothers as more positive than their relationships with their fathers, except in the areas of respect and enjoyment, where they tended to rate their fathers higher than their mothers. Further discussion of the role of the father will occur in section 2.2.1.

According to Swick (1986:72), parents perform certain roles, which transcend cultural boundaries. The first of these is described as nurturance of the infant, which is a caring process to ensure the emotional security and health of the growing child. The second expectation is that the adult will guide the child towards being able to function effectively in that particular social setting. The third goal is the development of problem solving techniques, which is an essential skill for effective human functioning and will help the child to find a functional place in society. The fourth role is to model constructive social behaviors. However, changes are expected in parent-child relationships during the adolescent years, because the transition to adulthood brings numerous changes to the lives of these young people and therefore adjustments need to be made on both sides, to ameliorate the stresses and strains in the relationship (Thornton et al 1995:540). Swick (1986:72) states further that the ideal parenting syndrome of linking positive life views with sensitive parenting is only found in societies which place a high value on parent-child relationships and when this is supported with the needed resources.

Research into the causes and cures of incompetent parenting by Lykken (1997:129-137), posits that the high level of un-socialized youth is due mainly to the degree of incompetent, overburdened or sociopathic parenting that they have been subjected to. He states further that it is not altogether surprising that there is such a high level of incompetent parenting when one takes into account that effective traditional methods, such as the socialization of youth

through the participation of extended-family groups, are no longer used. The societies today that still use this method of parenting, according to Lykken (1997:129-137), produce successful children, defined as the development of an effective conscience, empathy, altruism and group cooperation, as well as lowered intramural crime.

However, in defense of today's parents, it appears from the literature (Elder, Eccles, Ardelt & Lord 1995:772) that there are many stresses that parents are subjected to and that these directly influence the parenting that they are able to give to their offspring. The theory of increased emotional distress due to higher levels of economic pressure arising from lowered family income as well as unstable work conditions, tends to point in the direction of depressed feelings and as a result, a reduction of confidence felt by parents in their ability to make a positive difference in their children's lives. Social-emotional support from friends or relatives, whether perceived or real, tended to minimize the psychological effects of these economic pressures. Elder et al (1995:772) state further that confident parents make use of encouragement and undertake many joint activities with their children both inside and outside the home. O'Brien (1996:238) in her paper on reflective parenting, proposes that parenting is such a crucial factor in our children's lives, that it needs to be carefully thought out and implemented. The responses one uses should be reflected upon in order to determine whether they were the most appropriate in the light of the circumstances and whether they best meet the child's needs. However, this ability is reliant upon the life skills that parent's have acquired during their lifetime as well as the parenting that they themselves have received. Hence, the quality of their own nurturance will provide significant insight into their ability to meet the developmental and emotional needs of their child as well as the provision of adequate child care (McGraw & Sturmeay, 1994:49). In the case of aggressive behavior, if caretakers fail to intervene to put an effective halt to this behavior, the result will be lowered communication skills, poor problem solving techniques and the opportunity to develop violent interpersonal interaction – in short, lowered emotional intelligence.

If the partners themselves are engaging in violent behavior towards one another, the effects on children are indeed profound and can be associated with psychological and behavioral problems. Studies have been undertaken which show that children who witness couple violence are as disturbed as children who are directly abused themselves (Anderson & Cramer-Benjamin, 1999:2-3). This focuses our attention directly upon parenting practices and how powerful they are in their impact upon children. The attitudes and beliefs that children support with regard to violence are clearly related to what they have been exposed to in their formative years in their families as well as to the models to which they have been exposed. In agreement, Xiaoja, Best, Conger & Simons (1996:717) state that the role of parenting is important in mediating and moderating the effects of environmental stress on adolescent adjustment, including both internalizing problems and externalizing problems among boys and girls.

It appears then, that the early investments that parents make in their relationships with their children have important ramifications for long-term relationships (Thornton et al 1995:560). The supposition is that the role of parental emotional and social support during the child's formative years and most especially during the transition to adulthood, will affect the well-being and success of both parties at this potentially difficult stage of development. The next section will deal with the role of the father and the important implications for the adolescent.

2.2.1 The role of the father

Recent research seems to have shifted from the stereotyped roles of fathers in which they are often seen from a deficit perspective, to an understanding of fatherhood from the perspective of the experience of the men themselves (Holland 1995:8). It appears that while social change has demanded that men participate more in child rearing and family responsibilities, barriers such as the primacy of work, attitudes of partners and characteristics within fathers themselves, may prevent fathers from realizing the full potential of shared parenting. It is interesting to note that all of the fathers in this study declined

from participating. The reasons have been stated in chapter 5 for each family. This seems to concur with research by Phares and Compas (1992:388), which states that studies reviewed between 1984 and 1991 reveal that 48% included only mothers, whereas only 1% included only fathers.

Competence and a sense of security are two goals, which may help the infant and young child develop emotionally into a successful adult, irrespective of the child's individual potential. Biller (1988:93) defines competence as evidenced when the child is able to use his ability to the fullest, is proud of what he is able to do and is not crushed by that that he is unable to do. It is felt that the father plays an instrumental role in maintaining his child's competence in the outside world, as traditionally this is the arena in which a father is able to display his own competence. In addition to this, Hansen and Bozett (1987:21) posit that even though fathers have become more involved with their children, they still lag behind mothers even when the mothers are employed full-time.

In their research into the effects of couple violence on children who have witnessed this, Anderson and Cramer-Benjamin (1999:7) propose that violent fathers exert more negative influence on their offspring than physically or emotionally aggressive mothers. These fathers, who used physical and emotional aggression towards their wives, more often exhibited an authoritarian and controlling style of parenting than non-violent fathers. A higher level of negative affect in father-son interactions was noted and these sons appeared to take a less active role during interactional tasks. This was truer for the son-father relationship than for the daughter-father relationship. In support of this, Phares and Compas (1992:388) state that the contribution of father's to adolescent psychopathology may be the result of father's direct interactions with their children, as well as through more indirect processes involving marital conflict and family stress.

However, the type of involved fathering that seems to have assumed prominence in the 20th century, along with the amount of competence the mother is displaying in the workplace, point rather to the similarities of their influence over their children rather than the dissimilarities (Van Dongen,

Frinking and Jacobs 1995:152). With regard to attachment, research shows (McCormick & Kennedy 2000:828) that infants become as attached to their fathers as they do to their mothers. It is posited that during early childhood, an 'internal working model' based on early attachment relationships, forms and shapes later relationships.

Research shows (McCormick and Kennedy 2000:828) that assessment of attachment relations during adolescence has indicated continuity of both mother/child and father/child attachment over time. The following section will deal with the role of the mother.

2.2.2 The role of the mother

It appears from the literature (Phares & Compas 1992:387), that there has been a pervasive tendency to blame mothers for causes of maladjustment in their children. The evidence is clear that maternal psychopathology, most notably depression, is strongly associated with adolescent psychopathology and yet it is likely that the same basic mechanisms underlie the impact that fathers may have on the maladjustment of their adolescents.

It was found by Bussell, Neiderhiser, Pike, Plomin, Simmens, Howe, Hetherington, Carroll and Reiss (1999:1248) that maternal encouragement and openness to experience were positively associated with the type of adolescent's helping and managing behaviors. On the other hand, maternal reports of punitiveness and inconsistency were positively related to hostility and negatively related to pro-social behaviors such as helping and teaching. It seems from the above that early interactions that children experience with their parents, and particularly mothers, become internalized into a working model of the self, which then translates into social behavior. This relates directly to the present study, which explores the role of parents in the development of emotional intelligence in adolescents. It is posited by the researcher that the style of parenting that the adolescent has been exposed to will directly influence his coping abilities and emotional intelligence. Bussell et al (1999:1257) concur with this viewpoint in that they reiterate the powerful role that mothers play in shaping their own

interactions with their adolescents and this in turn influences the adolescent's behavior with others.

According to Bowlby (1984:240) the development of an infant/mother attachment serves a protective function in promoting the survival of the species. The seeking of proximity to an attachment figure as exemplified through behaviors such as clinging, crying, babbling, smiling and following are not indicative of dependency, but of attachment, a phenomenon in its own right which plays a vital role in the life of man from the cradle to the grave, and indeed, is of special significance in intimate relationships during adulthood. It is a positive condition which, when securely developed, allows for the development of positive interpersonal relationships. The developing infant who lives in an arena of warmth, sensitivity, responsiveness and stimulation on a consistent and predictable basis should have achieved a deep sense of trust and security by the time he is a toddler. It seems that infants who are securely attached are generally more socially and emotionally competent and that these advantages persist into adolescence (Clarke-Stewart & Friedman 1987:265). These children displayed greater peer competence such as initiative, skill and the ability to engage in interaction with peers, as well as greater ego strength involving personal and motivational aspects. Thus it appears that the early attachment that develops between the child and the mother will influence the types of relationships that the adolescent is able to form later on, as well as his social and emotional competence.

In the previous sections, the researcher has examined the roles of the mother and the father in the development of children into adolescents. The following section will note the similarities between these roles and their implications.

2.2.3 Similarities in the roles of the mother and the father

Van Dongen, Frinking and Jacobs (1995:152-153) conclude that mothers and fathers tend to influence their children in similar ways. It is posited that parental characteristics of warmth, nurturance and closeness, which are associated with positive child outcomes, are not necessarily gender specific. Research (Van

Dongen et al 1995:152-153) seems to indicate that specific characteristics of fathers such as warmth, masculinity and intellect are less important than the relationships that they develop with their children. Either mothers or fathers, who foster supportive, secure, reciprocal and sensitive relationships with their children, will be rewarded with psychologically well-adjusted children. It appears as if individual relationships are less important than the family context. Positive paternal and maternal relationships are more likely to occur when there is a context of support from the partner as well as a positive relationship. Absence of hostility within the family is the most consistent correlate of child adjustment whereas the opposite is true in the case of marital conflict (Van Dongen et al 1995:152-153).

Swigart (1991:255) states that it is the task of parents to provide children with the most nurturing, holding environment possible and that it is contingent upon them to explore the entire spectrum of their feelings toward them. It may then be possible to unearth the destructive tendencies that may be lurking under the surface and by holding these up to the light, to confront the dangers facing the next generation. By knowing and understanding the processes involved in the emotional life of the care-givers, it may be possible to use problem solving techniques in order to transform any destructive tendencies and distortions into positive ones. Chopra (1997:153-154) proposes that parents are used to seeing themselves as authority figures in the sense of being able to judge, punish and to lay down the rules of right and wrong to their children. However, he states his belief clearly that both the parent and the child are equal, only different in the roles they have chosen to play. He advises parents to play their role with total love, conviction and purpose because what parents teach their children is no different from what they must keep teaching themselves. This prepares the reader for the next section, which will deal with discipline issues in parenting and locus of control.

2.2.4 Discipline

Discipline should be seen as a means to enable children to learn to internalize controls gradually whilst still being able to express themselves openly (Pardeck

1988:41). The aim should not be to respond in a mechanical way to the demands of adults. Research shows that children who are exposed to very strict discipline are often unable to express themselves for fear of reprisal. Children who experience little discipline and few boundaries or constraints are also at risk in that they feel anxious and insecure about their own omnipotence and may produce negative behavior in order to have limits set for them (Pardeck, 1988:41). It is important for parents to recognize that whereas the child may push for greater independence on one hand, he is also experiencing a pull towards the parents on the other, which provides an important sense of security. Problems associated with parental discipline may also be related to unrealistic expectations and discipline that is inappropriate to the child's stage of development.

According to Paulson (1994:251) parental discipline and control strategies, as well as the warm, affective relationships between parents and children, have been found to be related to academic achievement in children and adolescents. This research indicates that high levels of both control and affect were more conducive to positive achievement in adolescents than other parenting characteristics. Even though the needs of adolescents with regard to parental involvement may have changed since their earlier years, parental involvement still seems to play a part in their achievement levels (Paulson 1994:252). It is posited that the involvement of parents in their adolescent's achievements is more important than parenting style alone.

Pardeck (1988:47-53) discusses the different theoretical perspectives, in an attempt to explain how discipline may vary according to the standpoint of the parent. This relates directly to the role of parents and their influence on the growing child.

- The **psychoanalytical** perspective focuses essentially on the subconscious as well as instinctual forces. The main proponent of this theory is Sigmund Freud and he proposed that personality consists of the superego, the ego and the id. He theorized that the individual moves through five distinct stages of development and that successful resolution

of each stage is important for “normal” development to occur. The stages of development range from:

- the oral stage – from birth to one year
- the anal stage – from two to three year
- the phallic stage – from four to six years
- the latency stage – from seven to thirteen years

It is obviously important to discipline children according to the stage of development that they have reached. For instance, it would be worthless for a child in the oral stage to be disciplined using logical reasoning and discussion, as the child is still too young and unable to speak. This may be used to better effect with the child in the latency stage of development or for the adolescent.

- The **cognitive** developmental perspective proposes that the child moves through four stages of development, and each stage progresses towards a greater degree of rational thinking. The leading proponent of this theory was Jean Piaget whose four stages were:
 - the sensori-motor stage – from birth to two years
 - the pre-operational stage – from two to seven years
 - the concrete-operational stage – from seven to eleven years
 - the formal operational stage – from eleven to fourteen years.

Again discipline should be meted out from two to three years, with a proper knowledge of which stage the child is at. For instance it would be useless to present the child who is in the concrete or pre-operational phases with abstract logic as to why he is being disciplined in that particular way and the effects that are hoped to be achieved. However, an adolescent would be better able to cope with this type of discipline and may respond to the emotional content as well.

- The **behaviorists** see development as resulting from and adjusting to one’s environment. The major theorist involved here is Skinner and the

main thrust is that the environment impacts on human development regardless of any phases, which may or may not occur. The basic argument is that the nature of human behavior is best understood by examining the behavior of the organism and not the thoughts and feelings of the organism. The central concern is that behavior is determined by its consequences in the form of a stimulus/response model. Behavior modification is used as a disciplinary measure with negative or positive reinforcement used to modify behavior. The implication is that individuals need an enriched environment in which to grow and mature (Pardeck 1988:47-53).

Implications of these different theoretical perspectives are far-reaching in terms of discipline for the adolescent. It appears from the above, that parents need to be realistic in their expectations and to make sure that the discipline used is appropriate to the stage of development of the child/adolescent.

2.2.4 Locus of control

Before embarking on a journey into the impact of the locus of control of parents and the influence of this orientation on their parenting and parent-child relationships, it might be necessary to define the terms "control", "internal locus of control" and "external locus of control". Swick and Graves (1986:41) define control as the ability to master one's environment through a series of actions that empower them to benefit from life but at the same time, to help others find meaning in life as well. Morton and Mann (1998:479) however, define control in terms of cognitive evaluation theory as a perception of coercive control from the environment. They propose further that social learning theory suggests that children are inhibited by the actions of controlling parents.

However, individuals tend to locate this control in various areas of their lives, for instance from within themselves, or they may be controlled externally by the environment, or a combination of both (Morton & Mann 1998: 483). With regard to an inner locus of control, the individual believes that he has some control over the choices that he makes and is able to select from different options

within his environment. External locus of control refers to those who believe that decision making factors lie outside of their personal control and thus under the control of others, luck, chance or fate (Morton & Mann 1998:483). For example, a student with an external locus of control who fails in an examination will relate it to the fact that the paper was too difficult, there was too much noise outside and he was unable to concentrate, or that the lecturer did not teach them properly. However, the student with an inner locus of control who fails an examination may relate his failure to the fact that he did not work hard enough or that he learnt only some sections and that these did not come up in the paper. This will affect the way the individual perceives himself as well as his coping strategies and coping skills. Parental behavior that indicates positive perceptions of the child as well as parental expectations as a form of communication, are critical in that they enable the adolescent to develop a good self concept and a better inner locus of control (Mboya 1993:318).

Internal locus of control is thought to be more desirable in that these individuals tend to be more goal orientated, competent, efficient processors, are superior in incidental and intentional learning and exhibit more task directed behavior (Swick & Graves 1986:42-43). In addition to this, people who experience a sense of control over their destiny are able to resist manipulation more easily as they are better able to analyze and direct their world. Gottman (1997:76) concurs with this and adds that parents and adolescents can be emotionally aware without feeling as if they are losing control. An internal locus of control is an important aspect of emotional intelligence in the adolescent as it allows for coping strategies and a belief in the self. On the other hand, externally controlled individuals tend towards poor social adjustment, lowered academic skills and a negative self-concept. Parents who are more externally controlled, are more likely to experience less involvement with the family, feel inadequate and powerless in their role as parents and are more likely to see the world negatively (Swick & Graves 1986:42-43).

The development of a locus of control orientation is directly linked to the family as well as to other factors. With regard to the family context, it seems that an internal locus of control is developed through positive relationships with parents

who develop a strong, warm, affectionate and reliable relationship with their adolescents (Swick & Graves 1986:41-47). This type of relationship also builds self-esteem in the adolescent, as parents are among the adolescents' most credible and valued sources of information about the self (Killeen & Forehand 1998:132). Individuals need to experience a sense of control over the important areas of their lives frequently and parents provide the basic role model for this to occur. In this way, internally controlled parents tend to influence their children positively in that they themselves view life in a positive way, are able to use effective problem solving techniques, are generally optimistic about the future and tend to regard difficult situations as challenges (Swick & Graves 1986:41-47).

Other researchers such as Morton and Mann (1998:477) concur with previous views on locus of control but differ on certain aspects. Whereas previously, it was thought that parents who were non-controlling and encouraged independence in their children, produced children who had an inner locus of control, Morton and Mann (1998:477) show through their research that this is not always the case. Although parental acceptance and child-centeredness were related to more internal control beliefs in both pre-adolescent children and adolescents, parental controlling behavior was related to more internal control beliefs in pre-adolescent children and more controlling beliefs in adolescents. Morton and Mann (1998:481) quote studies on the effects of parental warmth and the encouragement of autonomy, which correlate consistently with internal perceptions of control by adolescents. Killeen and Forehand (1998:134) add that the affective communication between the parent and the adolescent stems from the parent's characteristic ways of interpreting behavior, while at the same time, is triggered by the adolescent's behavior. It is important to note that the affect involved in this interaction conveys a message about the general worth, or general 'goodness' or 'badness', of the adolescent. After conducting research into developmental differences in the effects of parental control on pre-adolescents' and adolescents' perception of control, Morton and Mann (1998:486) tentatively suggest that in order for parents to foster internal control beliefs in their children, they may have to shift from a more controlling to a less controlling parenting style in order to fit with the child's development level.

Hypotheses may be formulated as to what would occur in the adolescent's perception of control by applying different theories to the problem (Morton and Mann 1998:486). For instance, from a cognitive behavioral perspective, provision of structure may increase the objective control a child has over his environment and thus his perception of control. The reasoning behind this is that structure encourages action, which in turn may increase the perception of control. The adolescent who is in the formal operational phase of reasoning would be able to understand the complexities of social interaction therefore parental control relating to his social behavior would decrease his perception of control. Similarly, the pre-adolescent, who is in the concrete operational phase and as yet unable to reason at a very abstract level, would experience an increased perception of control if his parents were more controlling of his social behavior and yet less controlling in terms of tasks that require concrete logic or reasoning (Morton and Mann 1998:489).

In terms of control, the above seems to point to the importance of encouraging the development of an internal locus of control in adolescents. Self-esteem appears to be related to this concept and is positively associated with supportive family characteristics and suffers in punitive environments (Killeen & Forehand 1998:132). Mboya (1993:318) adds that an adolescent tends to define and evaluate himself on the basis of how the significant others in his life have defined and evaluated him, or on how he perceives them to evaluate him. Parents are particularly important in this equation, as it seems to depend on this relationship as to the development of an internal locus of control in adolescents, which in turn is related to emotional intelligence.

2.2.5 Emotional autonomy

Emotional autonomy is described as the process that occurs in order for adolescents to give up their dependencies on and their conceptions of their parents and to begin to rely on their own resources (Fuhrman & Holmbeck 1995:793). A study undertaken by Fuhrman and Holmbeck (1995:793) on emotional autonomy and adjustment in adolescence, suggest that where there

is a positive parent-adolescent relationship of low conflict and a high degree of warmth, lower emotional autonomy scores are associated with positive adolescent adjustment. This indicates that in a relationship of warmth and low conflict, there is inter-dependence between parents and adolescents, with a lower emotional autonomy, which is healthy. In other words, the adolescent does not have to be highly emotionally autonomous in order to cope effectively as he can still rely on his parents for support. When the opposite is true, in that the parent-adolescent relationship is categorized as negative with high conflict and less warmth and nurturance, higher emotional autonomy scores predict positive adolescent adjustment. In this case, it appears that when the adolescent is not able to rely on his parents for support, acceptance and warmth, it is more adaptive for the adolescent to have a higher emotional autonomy, as this will lead to more positive adjustment. This suggests that emotional autonomy can be both adaptive and maladaptive, depending on the family environment (Fuhrman & Holmbeck 1995:793).

It seems from this research (Fuhrman & Holmbeck 1995:793) that the adolescent with high emotional autonomy who may be attempting to detach from his parents emotionally may be using avoidance strategies, which may negatively affect the quality and maintenance of future relationships. In other words, adolescents may distance themselves from less optimal family environments so that they can preserve their sense of self. Although this is an adaptive strategy, it does not automatically follow that it is optimal or will facilitate self-governance.

Conclusions that have been drawn concur with recent theoretical arguments, which propose that avoidant attachment strategies are used as a defensive reaction during infancy (McCormick & Kennedy 2000:827). It is proposed that a similar process may be operating for adolescents coming from stressful family environments and that secure attachment relationships in early childhood have predicted social, emotional and cognitive competence in adolescents. This relates closely to emotional intelligence in that emotional competence in adolescence seems dependent on the type of attachment that was experienced in early childhood and this in turn is related to the relationship with the parents.

2.2.6 Issues of discipline

Historically, there seems to have been a view that disciplinary encounters are essential for learning strategies of control for oneself and others. Pettit and Bates (1989:413) quote from literature emphasizing the role of physical punishment, coercion and inconsistent negative parenting, which may arise from the above belief. There seems to be a mind-set, which states that parents who are able to control their children are more competent, and that these children are more socially competent. However, more literature is coming to light (Gottman 1997:27,76,33; Myers 1996:35-36; Vernon & Al-Mabuk 1995:42-52), which acknowledges proactive parenting and how this may provide an important social developmental context for the prevention of problem behavior in young children. Pettit & Bates (1989:419) suggest that the absence of positive parental behaviors seems to have as much of an impact with regard to behavior problems as does the presence of negative parental behaviors. The use of positive proactive involvement, however, indicates that the affective bond between the child and the parent is more positive and as such, control issues are more effective and children express less negativity.

Baumrind (1996:413) concurs with this viewpoint, stating that the prudent use of punishment used within a context of parental support, warmth and responsiveness is necessary in the discipline of young children. It is proposed further that although behavioral compliance is necessary, it is not sufficient within itself as a child-rearing goal. Training should also be given in terms of dealing with confrontation and disputes so that the child does not merely conform, but becomes a transformational force in society. Parents would therefore benefit from a knowing the differing disciplinary strategies that can be used effectively (Vernon & Al-Mabuk 1995:42-52; Myers 19996:46-47). It appears that the need for punishment tends to decline in the adolescent years, if there has been a clear setting of boundaries in the early childhood years. A prerequisite is that these boundaries have been firmly enforced within the context of parental warmth and involvement.

It appears that issues of discipline are related to the aspects of discipline, control and autonomy that have been raised above. In all cases, a supportive family relationship where there is warmth and understanding, with discipline related appropriately to the stage of development of the child/adolescent, seems to encourage self-worth, an internal locus of control and a higher level of emotional intelligence. It therefore seems appropriate at this point to discuss the different styles of parenting, as it is posited by the researcher that these appear to influence the coping ability and emotional intelligence of the adolescent directly.

2.2.7 Styles of Parenting

Parenting style can be defined as a specific behavior that reflects one's personality and is generally considered to be an expression of the self (Newcombe & Loeb 1999:187). Difficulties in other areas of life may be reflected in the parenting style of an individual. It is proposed further, that parenting can be seen as a behavior as well as a social interaction between individuals and thereby reflects a dynamic process (Newcombe & Loeb 1999:189).

It seems that not all parents parent in the same way (Vernon & Al-Mabuk 1995:14). The proposal is that many parents adopt the attitudes and behaviors of their own parents, whilst others behave in the opposite way – the conclusion is that a particular parenting style has been influenced in some way by the parenting style that those parents were exposed to. In addition to this, parenting in the 1990's and 2000's presents different challenges, and the modern parents may be facing problems and issues that their parents did not have to confront (Vernon & Al-Mabuk 1995:14). Myers (1996:79), states that all of the ideas, values and beliefs that are held by individuals, have been absorbed from their childhood and are a direct result of teaching and the example of significant others. In agreement with this, Newcombe and Loeb (1999:188) state that parents who have experienced a history of stressful childhood and who themselves are the product of parental rejection, may become enveloped in a series of 'amplifying rings'. The results of this are

feelings of insecurity about their parenting capabilities and a resultant negative outlook about their child and life in general. This may produce increasingly poor parenting practices, as well as child maladjustment, leading to increased stress and family disruption (Newcombe & Loeb 1999:188). It therefore seems particularly significant to examine the different styles of parenting in order to evaluate the results of these styles on adolescents and how they contribute to the development of emotional intelligence.

Children raised within homes where different styles of parenting are in operation, appear to experience and internalize these differences in their own unique ways. Baumrind (1996:412) focuses on the authoritative model of parenting and states at the outset that these parents are both highly demanding as well as highly responsive. Paulson and Sputa (1996:370) add that authoritative parenting is more related to higher levels of adjustment, psychosocial competence and self-esteem than other models. This is in direct contrast to the authoritarian model of parenting in which the parents may be classified as highly demanding and yet unresponsive, as well as the permissive model of parenting which allows for both responsiveness and low demandingness, and the disengaged parents who are neither demanding nor responsive. It may be pertinent to note that it is possible that different levels of parenting may be conducive to positive development outcomes at different stages of development and researchers should therefore take care when making generalizations about parenting practices across adolescence (Paulson & Sputa 1996:379). For instance, different parenting styles may be better for adolescents of different ages and decreasing involvement in parenting may have a positive and not negative influence on outcome.

Most theories of parenting have focused on the additive effects of the different dimensions of parental behavior (Crosbie-Burnett & Giles-Sims 1994:394). The two major dimensions discussed are those of support, which includes warmth, acceptance and nurturance, and control, which includes supervision as well as discipline. By combining these two dimensions and looking especially at the relationship between high and low levels, four parenting styles emerged:

- authoritarian - autocratic
- authoritative-reciprocal
- permissive-indulgent
- indifferent-uninvolved (disengaged)

Gottman (1997:50-68) gives slightly different names to these concepts:

- the authoritarian parent he terms disapproving
- the authoritative parent he refers to as an emotion coach
- the permissive parent he refers to as laissez-faire
- the indifferent parent he calls dismissing.

A short description will be given of each parenting style except for the authoritative/ emotion coaching style, which will be looked at in more detail as it is with this style of parenting that this research is most concerned. Gottman (1997:50-50), Vernon and Al-Mabuk (1995:17-18) and Fallon & Bowles (1998:601) contribute to the following descriptions of each style of parenting:

- **The dismissing or indifferent parent** tends to dismiss the adolescent's feelings as unimportant and trivial and in this way disengages from them. Distraction or ridicule may be used to encourage the quick disappearance of the adolescent's emotions. Feelings are believed to be irrational and there may be little awareness of own emotions. There may be a fear of emotions getting out of control and uncertainty as to how to act in this case. As adolescents are perceived as the product of parents, their negative emotions may reflect badly on their parents and infer a lack of adjustment in the child. The focus is on how to overcome the emotion quickly by minimizing the adolescent's feelings and steering away from the meaning of emotion itself as it is seen as harmful and toxic. There is no problem solving undertaken, in the belief that the emotions will soon be forgotten. Adolescents from this style of parenting tend to feel that their emotions are invalid and inappropriate and may internalize the message that they themselves are inadequate in some way. This may produce low social competence and low self-esteem. These adolescents may go to

extremes to get their parents to pay attention to them, believing that any form of attention is better than none, even anger. Unfortunately, these behaviors create further complications in the parent/adolescent relationship. They may experience difficulty in regulating their own emotions in adulthood.

- **The disapproving or authoritarian parent** tends to use similar patterns to the dismissing parent but in a more negative, judgemental and critical manner. Many limits are set and the emphasis is on conformity to good standards of behavior and obedience to authority enforced by means of punishment, discipline and reprimands. The belief is that negative emotions should be controlled as they reflect bad character traits, are used in a manipulative way and lead to a weakening of the individual. These adolescents receive very little warmth and the consequences are generally very negative. They may be well behaved, but the parent/adolescent relationship is usually tense, coupled with inhibited, fearful or rebellious behavior on the part of the adolescent. These adolescents are more likely to abuse drugs, to have poor self-esteem and communication skills and to do poorly in school. The effects of this style of parenting on adolescents, reflects that of the disapproving style of parenting.
- **The laissez-faire or permissive parent** tends to accept all emotional expression but offers little comfort or guidance to the child. There is an overall permissiveness with little regard for limit setting of any kind. No problem solving skills are taught and there is a belief that negative emotions cannot be controlled and in order to manage them, one merely allows them to be released. Because these parents do not establish rules or follow through on threats that they make, their adolescents may believe that their parents do not care about them, which results in socially incompetent behavior, especially a lack of self-control. The effects of this style of parenting on children is that they are not able to learn how to regulate their emotions, experience difficulties forming friendships as well as being able to concentrate.

- **The authoritative or emotion coaching parent** encourages balance of control with warmth and judicious demands of responsiveness. In other words, these parents are receptive to views that the adolescent may hold and yet they take responsibility for firmly guiding actions that the adolescent may take as well as emphasizing reasoning, communication and rational friendly interactions that are both educational and disciplinary in nature. The adolescent's negative emotions are valued as a chance for intimacy and there is a respect for the adolescent's emotions, which are seen as valuable and an important arena for parenting. The parent is sensitive to the adolescent and is able to listen empathetically, help the adolescent to label his emotions, guide him on how to regulate his emotions, set limits and teach problem solving skills.

This perspective seems to be better balanced in that it does not subscribe exclusively to an adolescent orientation or a parent's orientation. Instead it attempts to integrate the adolescent's needs in relation to other members of the family as well as to respect the rights and responsibilities of parents and adolescents as complementary. These parents are aware of the adolescent's stage of development as he matures and practice well timed interventions directly related to this. There is always an emphasis on discussion, explanation and clear communication and this helps to reinforce parental authority and to clarify expectations with regard to standards that need to be met. This style of parenting complements the previous discussion on the development of an internal locus of control, in that parental control in the formative years (up till the approximate age of seven) tends to increase the development of an internal locus of control. The use of reasoning and enforcement that is typical of the relationship between these parents and their adolescent children achieves a high level of compliance along with an internal locus of control. In the authoritative model, both behavioral compliance as well as psychological autonomy are viewed as interdependent objectives. Adolescents are thus encouraged to respond pro-socially, reason autonomously, respect the authority of adults as well as to think independently (Baumrind 1996:412). The effects of this

style of parenting on children is that they may learn to trust and self-regulate their own emotions, as well as to develop problem solving skills. They tend towards a high self-esteem, cope well in an educative environment and are able to form friendships and relationships well.

From the above it can be seen that parental style results in a wide and varied response in adolescents. In general, parents who behave in a manner that may be perceived as warm and accepting, may encourage their adolescents to seek them out as well as others, for instrumental and emotional social support when they feel stressed (Dusek & Danko 1994:413). With regard to emotional intelligence and the research question, which examines the role of parents in the development of emotional intelligence in adolescents, the above discussion about parenting styles is central to the issues concerned.

2.2.8 The importance of parents

In direct conflict with traditional theories on the role of parenting and its influence on children, a suburban grandmother from New Jersey has put forward a radical new theory that challenges existing thought (Gladwell 1998:54-63). This theory posits that parents are not as important a component as we have always been led to believe – that in fact, what children learn outside the home is as important, if not more so, than what they learn inside the home. In other words the peer group is a whole lot more influential than parents are and could account for much more of the development of a child's personality than was previously thought. A series of recent studies are quoted that show that approximately 50% of the personality differences among people are attributable to genes and the rest to environment and yet it has not been proven conclusively what environmental influences actually are. The contention is that because researchers have operated from a parent-centered frame of reference, they have not been able to appreciate what is really going on – that once they are away from their parents, adolescents reconstruct themselves in order to fit in with their peers and the society that they inhabit.

This may explain the different behavior patterns that are so often reported at school, like the child who is quiet and sulky at home and a chatterbox and friendly at school, or the child who is the last in the family and generally overpowered by his older siblings, but who is able to come into his own amongst his peers where he is able to take charge and to dominate. This theory is not supported by many other researchers (Dusek & Danko 1994:413; Paulson & Sputa 1996:370; Killeen & Forehand 1998:132) who feel that parents are the adolescent's most credible and valued sources of information about the self and have stressed the importance of parents in the acquisition of coping skills through their socializing processes. They agree that how a parent behaves towards a child does affect how that child will behave when he is not with those parents, as well as how he will feel towards them.

Research by Gladwell (1998:59) seems to support the view that whatever is done to us by our parents is overshadowed by whatever is done to us by our peers, which is completely contrary to the views that have been put forward by Baumrind (1996:412), Paulson and Sputa (1996:370) and Newcombe and Loeb (1999:188) in the previous paragraphs. The contention is that parental behavior is a legacy, handed down to the next generation and that it shapes many of our responses to our environment, as well as our perceptions about ourselves. One of the central observations of Gladwell's theory (1998:59) is that adolescents do not aim exclusively to become carbon copies of their parents. They are more interested in fitting in with the peer group and prefer to take their cues from others. This interaction with the peer group is critical for their future development. The assumption is that children are not as fragile as they are purported to be even though they may seem so at home, but that the world is a tough place and that most people appear to survive it.

This theory seems to run counter to almost all that this dissertation has offered so far. The role of parents seems to have been relegated to the back seat in favor of a peer orientated center. It seems relevant to take this into account when conducting this research as it might provide a fresh angle from which to consider the debate on the role of parenting and the effects that it has on adolescents. The following section will deal with the adolescent. The term will

be defined and the development of the adolescent will be examined so that the researcher can better identify the role that the parent plays in the development of emotional intelligence, if indeed there is one as has been posited above.

2.3 THE ADOLESCENT

As the adolescent is the main focus of this study, along with the parents and emotional intelligence, it seems opportune to examine closely the different aspects of this phase of development next. The adolescent, who will participate in this study will be between 14 and 18 years of age and as such, will fall into the stage of middle adolescence (Vernon & Al-Mabuk 1995:123). Although some general aspects of adolescence will be discussed in order to enhance the reader's understanding of this period, the emphasis will fall on the middle adolescent.

2.3.1 Introduction

Parenting the adolescent child is a formidable task which even the most well adjusted and effective parents may struggle with (Myers 1996:20-21; Vernon & Al-Mabuk 1995:97,123). Parents are often dealing with middle adulthood developmental tasks, intensely aware of their own aging and the drop in enthusiasm within their own relationships as well as facing the need to review their own identities. At this stage, their adolescent children add to their ambivalence. On one hand, parents feel proud of their blossoming young adults and yet on the other may feel an impending sense of loss and worthlessness at the prospect of taking a subordinate role in their growing adolescents' lives. Their need is to see them assuming independent and responsible roles and yet they are acutely aware of the many pitfalls and dangers that lie ahead. Together with this uncertainty, parents are suddenly challenged and confronted with rebellious adolescent behavior. Their adolescent participates in extensive social activities outside of the family, which forcibly reduces parental control. The effective resolution of this stage of development may lead the adolescent on his way to maturity and adulthood.

Families have been forced to adapt to the changes in cultural attitudes from a traditional, structured, extended family where the focus is on commitment and responsibility, to a smaller, nuclear family unit in which individualism and independence is encouraged (Al-Mabuk 1995:3). Individualism encourages personal responsibility, altruism and self-actualization, which is difficult for traditional families to adhere to and to appreciate. The transition from childhood to adolescence is the period in which parents allow their adolescents more autonomy in decision-making within the family (Fallon & Bowles 1998:599).

Coleman (1997:45) states that there are three important considerations about contemporary adolescents and he outlines them below:

- Adolescence is now a considerably longer transitional period than before, with puberty commencing earlier and at the other end of the scale, it is becoming harder for adolescents to leave the home and to find employment. Thus adolescence is being stretched at both ends of the continuum, which may lead to confusion about the entry into adulthood
- Because it is not clear when the young person becomes an adult, he/she suffers from an ambiguity of status. An example of this may be the right to confidentiality in medical treatment, which may lead to confusing messages from society and parents as to the status of the adolescent.
- The stereotype of adolescence as a time fraught with difficulties, such as drugs, heavy drinking and under-age sex, is pervasive, while research shows (Coleman 1997:45), that this occurs in only a minority of adolescents.

Because of this, parents are facing an increasing dilemma as to how to deal with the adolescent. The nature of authority seems to have changed over the years and in the case of parents, it is a generally shared view that adolescents today show less respect for their parents than the adolescents of a generation ago (Coleman 1997:46). Because the researcher has demarcated the middle

adolescent for the purposes of this research, further discussion and definition will now be given to this stage of development.

2.3.2 The adolescent from 14 years to 18 years

According to research (Miller & Lane 1991) a major task for families during middle adolescence is the redefinition of the parent-child relationship in order to increase symmetry of control. Autonomy and a greater independence seem to be the major developmental tasks of middle adolescence and are linked to the successful emergence of self-identity (Vernon & Al-Mabuk 1995:123). Separation from family and parental figures is both a social as well as a psychological need and is considered successful only if previous means of dealing with loss and separation have been resolved. If this has not occurred, the individual might regress to previous stages such as despair and detachment and in an attempt to assert independence may engage in social acting-out behavior. In this instance, parent/child interaction is extremely important and family dysfunction may hinder successful separation development. There is evidence to show (Miller & Lane 1991:180) that adolescents in the middle phase achieve autonomy by asserting themselves in a context of close and supportive relations with parents, rather than distancing themselves from them. As they begin to gain a concrete sense of their own identity, they enter a critical ego development period, which is crucial to normal maturation (Middleton & Longhead 1993:162).

From an intellectual or cognitive viewpoint, the adolescent in the middle stage of development is now able to apply deductive or hypothetical problem solving skills to moral issues, in a move towards Piaget's formal operations and Kohlberg's moral relativism (Conger 1991:476). Morality is defined as social conformity and part of this developmental phase requires the adolescent to accept that his egocentric needs need to become secondary to the values of the society. The more mature adolescent is now able to use ideation and more expressive ways to deal with experience as well as being more self critical and able to share this with others (Conger 1991:476). This middle stage of adolescence relates to the final stage of cognitive development, which Piaget

refers to as the formal operational stage (Pardeck 1988:51). The adolescent has by now moved into advanced thinking patterns which include the ability to think logically and abstractly as well as to analyze and resolve ideas and theories. Many hypotheses can be used to explain an event and these may then be tested out in a deductive and scientific manner. The adolescent now becomes a rational thinking human being and is able to move beyond the present and to reason morally, making decisions concerning moral dilemmas. This stage of formal operational thought is essential for the development of post conventional moral reasoning and it is interesting to note that some adults fail to reach it, partly due to a lack of cognitive development. Moral judgement at this level has moved beyond socially prescribed norms and is based on personal principles, values and standards. The individual now tends to respond to internal truths, which rely on universal principles such as: justice, reciprocal interactions, an understanding of equality and human rights (Clarke-Stewart & Friedman 1987:575).

During the middle stage of adolescent growth, adolescents are less confident than they care to admit (Vernon & Al-Mabuk 1995:125) and they often bolster their confidence through rebellion or defiance. There is a fear of responsibility and a need for independence and yet ambivalence about how to move forward. During this middle stage of development, the adolescent does not only go through the intellectual and cognitive changes described above. Development also occurs in physical, social and emotional areas. From a physical perspective, girls begin to menstruate during this stage and boys begin to experience changes in their voices and facial hair begins to appear (Mwamwenda 1995:63; Vernon & Al-Mabuk 1995:127).

It is posited further, that sexual urges are very strong during middle adolescence and that this evokes considerable anxiety for the adolescent and for the parent of the adolescent. From a social perspective, peers continue to play an important role, often because they are less demanding than family, don't impose limits and can be chosen or dropped at will (Vernon & Al-Mabuk 1995:135). Adolescents are also able to try out various roles with their peers and it is a learning curve to learn to tolerate individual differences. Attachments

with the opposite sex begin to occur, but it seems that parents continue to be an important source of support. Role-modelling may also serve as a 'safety net' to provide feelings of security and support (Vernon & Al-Mabuk 1995:136). Emotionally, adolescents in the middle stage are beginning to develop more emotional stability. They may be able to cope with emotionally charged situations more easily and tend to be less defensive. However, these same adolescents are not always predictable in their emotional maturity and may experience lags, which lead to unpredictable behavior. It is important for parents to keep the lines of communication open at this stage, as adolescents in the middle stage are more able to verbalize their feelings than before (Mwamwenda 1995:75-76; Vernon & Al-Mabuk 1995:139).

Adolescence is multi-faceted and many of these facets have been discussed in the above section. The parenting of adolescents is a difficult task fraught with pitfalls. The next section will examine this aspect in more detail.

2.3.3 Parenting and the adolescent

In terms of the role of emotion in parenting, it was found by Killeen and Forehand (1998:144) that parental affective communications elicit adolescent's attention, increase their ability to process parental messages and provide information about what parents expect and how they evaluate their children. From this it can be seen that parental affect can have a profound effect on adolescent's self-esteem. Parental attitudes of acceptance, interest, warmth, respect and closeness have been positively associated with the development of the adolescent's self-concept (McCurdy and Scherman 1996:307). It seems then that the parents who, in spite of their best intentions, are unable to provide the adolescent with stable care-giving, are fostering instead, unstable habits and an inner psychic pain, which may propel the adolescent to seek relief and satisfaction in other areas (Pieper & Pieper 1992:372). Middleton and Longhead (1993:162) refer to the dynamic interaction that exists between parents and their adolescents. It appears that the relationship is not one-sided and that the adolescent affects the parent as much as the parent affects the adolescent.

It is interesting to note that there are some adolescents who seem more able to withstand the stresses of life than others and are thus considered to be more resilient and less vulnerable than many of their peers (Tarwater 1993:272). An interesting analogy about adolescents has been put forward by a prominent psychiatrist, Anthony. It was his contention that in the event of there being three dolls, one made out of plastic, one from steel and one from glass and they were to be struck by a hammer, the glass doll would shatter, the plastic doll would scar but the steel doll would prove to be invulnerable. In this way, there seem to be many adolescents who resemble the plastic doll and the glass doll and who struggle merely to survive each day, whilst their more resilient counterparts, like the steel doll, revel in each moment. Tarwater (1993:272) continues by stating that there are many high risk factors such as how an individual perceives and reacts to life events, abuse, death, illness as well as inappropriate parenting styles, which contribute to an individual's vulnerability. There are also protective factors on the other hand, which tend to enhance the individual's resilience. These have been identified as:

- effective problem solving skills
- a constructive perception of experiences
- optimism
- a variety of hobbies and creative interests
- the formation of a close bond with one primary caregiver

Outside of the family, adolescents who experience these protective factors, tend to be popular and to have at least one close friend; are able to seek advice and help in times of crisis; achieve well at school and are able realise their potential (Tarwater 1993:272). Mendick (2000:14) states that it is a difficult task to bring up teenagers in this day and age and that there appears to be a trend of verbal abuse and derogatory language on the part of the parent, which can cause serious psychological damage to the emerging adolescent. An analysis of ten thousand callers to Parentline (a help-line for parents in Britain) is quoted (Mendick 2000:14), which highlights the verbal violence that takes place behind closed doors. It appears as though the number of calls to this help-line have

doubled during the last year, indicating an escalation in the breakdown between parents and their adolescent children. Instead of communicating in an effective manner, this can result in confrontation, angry feelings and abuse. Adolescents thus, have a desperate need for appropriate role models.

To conclude this section, it seems appropriate to remember that warm and close relationships with parents, rather than aloof and distanced relationships, promote individuation and adjustment in middle adolescence (Miller & Lane 1991:199). Parenting the middle adolescent may be difficult and confusing at times, but the above research shows that warmth and caring can go a long way to smoothing the path and towards developing a closer relationship based on understanding and acceptance on both sides.

2.3.4 Parental communication styles and adolescent adjustment

It appears from the literature that the quality and quantity of family interaction as well as the child rearing and disciplinary practices that are used are directly related to the adolescent's social and moral behavior (Abelman 1991:23). Induction techniques such as reasoning, explaining and appealing to the adolescent's pride tend to result in an internal locus of control. However, sensitization techniques, which include physical punishment, deprivation of material objects or privileges and the direct application of force tend to result in aggressive behavior.

There appears to be strong evidence to suggest that as parenting influences the adolescent so is it influenced by the adolescent (Abelman 1991:25). In other words the two systems are interdependent and reciprocal in that each one both affects and is affected by the other. This suggests that adolescents are not merely passive recipients of the parenting that they are exposed to but both shape and contribute to the overall picture.

It is possibly at this very level that parents need to reach deep within their own resources in order to deal effectively with the different personalities and inherent emotional make-up of their adolescents. In an attempt to understand their

adolescents better, time spent facilitating interests, answering questions and the provision of a warm base for intellectual exploration may contribute to a closer relationship as well as to foster the development of psychosocial maturity and adjustment on the part of the adolescent. The next section will examine the marital relationship of the parents and the effects this may have on the adjustment of the adolescent.

2.3.5 The marital relationship and how this effects peer relationships in adolescence

The social development of the adolescent in the middle phase has already been discussed and it was shown that an important developmental task of adolescence is the formation of peer relationships. Peer pressure assumes greater importance and in many cases supersedes the relationship with parents (Feldman & Wentzel 1995:221). However, it appears from the literature that parents are able to facilitate how children's friendships develop by teaching them how to establish relationships with others (Feldman & Wentzel 1995:221). It is suggested that peer acceptance is related to parenting that is characterized by warmth, low hostility and consistency. Peer rejection on the other hand, seems to be related to low levels of warmth from parents, as well as inconsistency and punitive behavior.

Another contributing factor to this equation is the quality of the parent relationship, which may directly affect the development of friendships in adolescents. It is proposed by Feldman and Wentzel (1995:223) that parents model a heterosexual relationship which is based on friendship as well as a relatively egalitarian relationship between themselves as peers. Because the children have been on-going observers of how their parents interact, they are finely tuned and sensitive to any signs of affection and/or hostility between their parents by the time they reach adolescence. Results show that adolescents who experience emotional closeness within the family may not need to depend on extremely high levels of social attention and approval from peers (Feldman & Wentzel 1995:234). It is suggested that the increased social and cognitive skills of adolescents as well as their experience as family members allow them

to perceive and assess the quality of their parents' relationship. These cognitive representations of their parents' relationship can then be used as internal models, which may be able to guide adolescents' own interactions with their peers.

Parenting styles were also found to contribute to peer-related outcomes (Feldman & Wentzel 1995:229). Fathers who used harsh punitive discipline were directly related to their sons' negative social skills in adolescence. Mothers who were harsh disciplinarians positively related to their sons' perceived closeness to their peers in adolescence. This might be due to their need to develop a close relationship with their peers as a form of compensation for the lack of emotional closeness with the maternal figure. It was found in general, that inconsistent parenting tended to promote the development of maladaptive social skills (Pieper & Pieper 1992:372; Middleton & Longhead 1993:162; Killeen & Forehand 1998:132). Of more importance, however, was the finding that parenting styles did not seem to be better or more consistent predictors of peer outcomes than the quality of the marital relationship.

With regard to the marital relationship, it has been posited by McCurdy and Scherman (1996:307) that divorce during an earlier developmental phase, may increase the risk of problems in adolescence. They add that college students who experienced divorce as children or adolescents were more likely to have experienced support system failures which are associated with lower self-concept and/or social skills. Adolescents from intact families tend to view themselves as more positively emotionally attached to their parents than do those from divorced or re-married families. Thus, divorce may impact on the formation of emotional bonds that adolescents have with their parents and may impact on their ability to form emotional bonds with their own partner at a later stage (McCurdy & Scherman 1996:314).

To conclude this section, it appears that the marital relationship is especially important in terms of providing good role models for adolescents, security and a strong self-esteem. In the case of the breakdown of the marital relationship of the parents, the impact on the adolescent is severe and may result in problems

for the adolescent. The following section will explore the issues of step-parenting and the adjustment of the adolescent.

2.3.6 Adolescent adjustment and the issues of step-parenting

Although many adolescents do not experience problems in a step-family, there are some indications that many adolescents in this situation experience high levels of negative outcomes, as well as less complete socialization which may place these individuals at higher risk (Crosbie-Burnett & Giles-Sims 1994:398). Results of a study undertaken by these researchers (Crosbie-Burnett & Giles-Sims 1994:398) to investigate adolescent adjustment across different styles of step-parenting, has shown that step-parent support is more important than control in the promotion of adolescent adjustment. Adolescents appear to resent new step-parents who rely on discipline without being supportive as well. The disengaged step-parent was associated with the lowest adjustment in adolescents. The disengaged label has been substituted for the indifferent style of parenting as it was felt that step-parents may be less involved in parenting, not necessarily out of indifference, but possibly due to a lack of communication between the adults or as a result of decisions made within the step-family. The finding that the disengaged style of step-parenting evoked the lowest adolescent adjustment, suggests that step-parents who are not effectively involved in discipline whilst concurrently performing supportive behaviors, may in effect be withdrawing from these anxious, unhappy or resentful adolescents.

It is therefore indicated that in a step-parent situation, there needs to be a balance within the current emphasis on control, with an increase in emphasis on support as the supportive step-parenting style has been found to be the most conducive for positive adolescent adjustment. This is consistent with the general findings that parental warmth is important for adolescent development (Hetherington & Clingempeel 1992:68; Steinberg, Elmen & Mounts 1989:1429).

In conclusion then, the important role of the parent in developing the coping skills of the adolescent cannot be underestimated. Parenting style appears to play a formative role in the development of the adolescent, as does the

relationship of the parents. The adolescent in the middle phase of development has much to contend with, from a social, cognitive, physical and emotional level, and as such requires a warm, accepting, available and understanding relationship with his parents in order to develop fully in all areas. The development of emotional intelligence may be related positively to certain styles of parenting and this will be discussed in more detail in the following chapter

2.4 SUMMARY

In this review of relevant literature, it can be seen that there is continuing interest and debate in the central matter of parenting and its effects or lack of effects on children. Both the father and the mother individually, appear to play central roles as the primary caretakers and yet when closely observed, it appears that there are many similarities as well as differences within their roles in the modern world. Parental discipline seems to affect locus of control within adolescents although there seems some disagreement as to the efficacy of too much parental control during adolescence as this developmental stage seems to lend itself more towards guidance. A major influence appears to be the family climate that is created by the differing parenting styles as perceived and experienced by the adolescent. An authoritative or emotion coaching style of parenting with both a firm control and a high level of support and nurturance appears to provide an optimal environment. The marital relationship seems to affect the way in which adolescents are able to relate to their peers as well as how they form relationships. Lastly, there seem to be some issues within a step-family which require adjustment for the adolescent.

The following chapter contains a survey of the literature on the concepts of emotion and emotional intelligence and how these concepts may relate to the parenting process and seeks to identify factors which may promote emotional intelligence in adolescents.

CHAPTER 3

EMOTIONS, EMOTIONAL INTELLIGENCE AND ASPECTS OF THE HIGH SCHOOL PERSONALITY QUESTIONNAIRE THAT RELATE TO THESE CONCEPTS

3.1 INTRODUCTION

The literature reviewed ranges widely over many aspects of both emotion and emotional intelligence. Several aspects of these concepts are considered in the quest to establish whether there is a link between parenting behavior and the development of emotional intelligence. Contrasting results in many research studies reveal a need for ongoing investigation in order to clarify some of these complex issues. This chapter thus enlarges on the focus of this study and introduces and defines the core concepts of emotions and emotional intelligence. Consideration is given to the variables that affect these concepts, their social implications and the impact of situational and environmental influences.

3.2 WHAT ARE EMOTIONS?

Emotions tend to elicit much discussion and debate as to the domain they belong to and the influence they have on many aspects of life. There seem to be many varied and differing ideas on the nature of emotions and their effects on the individual as well as the world around him.

It might be appropriate to begin the discussion with the view from Jenkins, Oatley and Stein (1998:1-4) that emotions are central to human life and are in fact what make us human. These authors further divide the domain of emotions into various areas. The first comprises of short-term emotions such as a sudden feeling about something or someone. This could include anger at bad behavior or fear at crossing a road. The second relates to a longer- term mood,

which is described as an emotional state, which may continue for a few hours or even months. This may include states such as happiness or sadness. The third domain of emotions is described as an emotional disposition, which is a very long-term emotion and may be thought of as a trait of personality and used as a base for individual differences. This may include the ability to love someone for many years, a cheerful disposition or an aggressive outlook on life. It is this aspect of emotions, referred to as traits of personality that this study will be looking at more closely in terms of a personality appraisal of adolescents. The aim is to isolate certain aspects of these emotions or traits, which relate to emotional intelligence and to see if these relate in any way to the parenting that they have been subjected to.

Jenkins et al (1998:1-4) state further that if an intense mood lasts for longer than two weeks, or is so disabling that an individual cannot cope with everyday ordinary tasks and is resistant to change, then this is termed an emotional disorder which may lead to inappropriately high and happy feelings as in euphoria or mania, or inappropriately low and despairing feelings as in depression. In considering another individual's emotional state, their behavior provides the information as well as the context in which it occurs. For example, if a person's eyes fill with tears or he smiles or laughs, one will be able to surmise to some degree what he is feeling. It is felt that there is a compulsive aspect to emotional urges, which relate to the single mindedness of certain emotions such as falling in love, or the bitterness of the feeling of rejection. The positive and negative attitudes towards emotions tend to result from these aspects (Jenkins et al 1998:1-4).

James (1998:22-27) agrees with the above and adds that emotional expressions as well as instinctive reactions tend to shade into each other. Fridja (1998:271-279) states that the meaning attributed to a situation or an event gives rise to the emotional response. Thus, these emotional responses tend to be subjective experiences and are generally dictated by the way in which a situation is perceived by the individual. For instance, if someone steps on one's toes, one may become angry even though the rational explanation is that the other person is not to blame. In this way, feeling becomes more

important than an intellectual knowledge and a tone of voice may have more meaning than the actual words that are used. Emotional events therefore are able to retain their power to elicit emotion indefinitely and need repetitive exposures that allow extinction or habituation if they are to be counteracted in any way (Fridja 1998:271-279).

Oatley and Johnson-Laird (1998:85-91) agree that emotions are at the center of human mental and social life and state further that they are able to integrate experiences that an individual may have, changes that occur physically and the way that person may relate.

Oatley and Johnson-Laird (1998:85-91) also maintain that there is a communicative aspect to emotions that is based on signals within the brain, which allow goals to be prioritized which then lead to appropriate action. The cognitive evaluation that takes place may be conscious or unconscious. The basic emotions of happiness, sadness, anger and fear can be experienced without any knowledge of their cause and are the foundation of moods. Oatley and Johnson-Laird (1998:85-91) classify emotions into five basic categories and propose that they are founded on innate, biological substrates. These categories are: attachment, parental love, sexual attraction, disgust and interpersonal rejection and all of these are only experienced in relation to a person or an object. This clearly emphasizes the close link between social interactions and emotions.

Jenkins and Smith (1998:219-230) state that the young infant forms a model of his caregiver early in life and this reflects the relationship between the self and the caregiver. This model of this relationship evolves to accommodate emotions other than the feelings of attachment and it not only becomes the vehicle for the prediction of how significant others are likely to behave, but it also influences the interaction with them. In this way, children are able to learn about emotions, which are based on the script from their families (Jenkins and Smith, 1998:219-230). The theory is that when parents interact in an angry way, children who have grown up in this environment have a tendency towards anger- based psychopathology. Increased anti-social behavior in children has

been found to be associated with a lack of parental structure and supervision, along with parental conflict. In fact, the effects of this are more closely related to the above than to their own emotions or internalized behaviors.

In agreement with this viewpoint, Patterson, Reid and Dishion (1998:330-334) state that delinquency is yet another spin-off of emotion. The contention is that externalizing disorders such as conduct disorder in children and anti-social personality disorder in both adolescents and adults are based on an affect organization in which anger is used far more frequently than other emotions such as sadness or happiness. There seems to be a connection between 'aggressive' children and highly coercive homes. Patterson et al (1998:333) state that family members become the primary trainers by stopping their own aversive behavior in the face of the child's aversive behavior. This provides positive reinforcement for the child to use aversive behavior.

In relation to the adolescent, it is posited that a combination of ineffective discipline combined with a lack of parental monitoring is characteristic of the coercive process in the home, which in turn tends to produce more anti-social behavior (Oatley and Johnson-Laird 1998:85-91; Jenkins and Smith 1998:219-230; Patterson et al 1998:333). This may place the child and adolescent at grave risk for social failure in the school environment and a rejection by both parents and peers may result in recurring bouts of sadness. These adolescents therefore tend to react to rebuffs by parents, teachers and peers, by seeking out other adolescents who are a mirror image of themselves and becoming high-risk individuals for membership in deviant peer groups. This may concur with the contention by Gladwell (1998:59) in Chapter 2 that adolescents are highly influenced by their peers.

The above research and findings about emotion tend to highlight the importance of the development of emotion within the family and the repercussions when this does not develop adequately. Certain parental styles such as coercive parenting appear to affect the socializing process of the developing adolescent negatively and may even contribute towards delinquency. At this point it seems pertinent to explore the way in which emotions can be identified.

3.3 THE IMPORTANCE OF IDENTIFYING EMOTIONS

Emotions are recognized as having a place within the bounds of intelligence. Mayer and Geher (1996:89-114), state that the ability to recognize emotions is basic to an individual's well being. It also relates to daily functioning. For instance, a person who is unable to connect thoughts to his own emotion may in fact be at a social disadvantage. Some people seem to be better able to connect thoughts and emotions than others and it seems that these people are more socially functional and this may reflect in higher levels of emotional intelligence.

One of the earliest divisions of intelligence includes the social or practical intelligences, which are amongst the most difficult to study (Maher & Geher 1996:89-114). The idea of social intelligence can be further divided into motivational and emotional intelligence. Motivational intelligence consists of the ability to understand emotions such as the need for achievement or power as well as the goal setting that is required. Emotional intelligence on the other hand, is related to the recognition of emotion, the ability to reason with emotion as well as emotion related information, and the ability to process emotional information as it is related to general problem solving ability. Thus, the recognition of emotion could be considered as the best place to start when empirically measuring emotional intelligence as there are in existence, certain consensus on how to identify what an individual is experiencing. However, it must also be taken into account that more complex emotional problems need an extremely careful evaluation in order to fairly evaluate emotional reasoning and its outcomes (Mayer & Geher 1996:89-114).

These authors (Mayer & Geher 1996:89-114) hypothesize that the ability to know other individuals' and one's own emotions, is related to other aspects of emotional intelligence such as empathy, openness and general intelligence. Higher emotional intelligence is often related to greater internal openness and empathy and lowered defensiveness. It is thought that individuals who have a higher ability to predict emotions will have more social advantages and may

choose and excel in occupations such as psychotherapy, social work, teaching, as well as business careers such as sales, recruiting and personnel. There is also a prediction that these individuals may enjoy better, long-term intimate relationships as well as better work histories.

The question is whether it is possible to educate those who have weak skills in this area and in so doing to raise their ability to recognize not only the feelings of others, but also their knowledge of their own feelings. In addition to this, might there be any connection between the type of parenting that these persons have experienced and their level of awareness and identification of emotions?

3.4 THE EMOTIONAL CONTRACT

The emotional contract is an important concept, referring to the unwritten agreement that exists between individuals, in terms of how they interact, communicate and socialize. The emotional aspects of what is acceptable or not, may determine the degree of acceptability of the individual in his social world.

It seems that it is important to have a working knowledge of the socialization contract in order to be able to understand emotional socialization. Mayer and Salovey (1995:197-208) posit that there is an agreement between Western philosophy and psychology that it is good to be happy and bad to be in distress, that happiness is a quality that individuals seek out and finally, that it is generally easier to be happy if other people are happy too. It is also beneficial to be open to emotion, because the individual is then more able to recognize and cope with emotional information, which in turn may promote conditions that foster happiness. In fact it seems as though higher levels of expression of emotion are associated with positive socio-emotional development. On the other hand, negative reactions and closedness as well as a lack of support from parents is associated with low levels of emotional and social competence (Mayer & Salovey 1995:197-208).

However, it is also noted by Mayer and Beltz (1995:300-303) that there is not always a consistent outcome regarding encouraging emotionality and that there may even be a higher expression of aggression and anger as a result of this. Similarly, negative or closed parental styles cannot always be associated with the types of negative outcomes that have been described. This points to the fact that there are many differing individuals within a society with different characteristics and thus different approaches to emotions – in fact cultures differ too in their approach to emotions, some valuing self sacrifice, as in many Japanese communities, or even sadness over happiness, as this is more congruent with their world view.

Because of this inconsistency, it seems that the individual needs to be flexible, to understand and reason with feelings and indeed, to find happiness at a deeper level. In other words, something more is needed and the theory is that employment of emotional intelligence is the key in this regard. This means the accurate perception of emotions in both the self and others, the recognition of emotions that are in the thought processes, to be able to understand the meaning of emotional content and to be able to manage emotions effectively. Forgas and Bower (1988:125-145) discuss the ramifications of affective states and how they influence social judgements. The role that affect plays in the judgements that are made about social issues, may relate to biased perceptions of ourselves and others or the results of affective disorders which interfere with cognitive processes. There seems to be a close relationship between how one feels and how one makes social judgements about the emotions of others. For example, most social stimuli are inherently ambiguous, such as a smile, and therefore are highly susceptible to a prevailing mood such as happiness or sadness. An ambiguous social expression would therefore more likely be described as 'pleasant', 'kind' or 'joyful', if the perceiver is feeling happy and as negative if the perceiver is feeling sad or depressed.

This concurs with what was said above about the influence of positive encouragement from parents for their offspring to be 'happy' as this may well influence their perceptions of their own mood states and those of others as well as the ambiguous social messages that need to be interpreted.

It appears as well that emotional states are able to influence whatever is selected for attention, what is remembered and how this is interpreted. It is particularly important to look at judgements that are made about an individual's own abilities and efficacy, as it is very possible that these may become self-fulfilling prophecies. Forgas & Bower (1988:125-145) report that happy people tend to have more positive self-efficacy judgements whereas sad people tend towards more negative judgements. This supports above research reports. In other words, it is possible to deduce from the above, that mood-states persistently and widely influence the many kinds of social judgements that are made.

It appears from the above, that the emotional contract that is formulated within societies is a critical aspect of socialization, and depending on the degree to which individuals conform to this unwritten contract, will depend on the quantity and quality of socialization that they enjoy. As there is a very close relationship between social competence and emotional intelligence (Mayer & Salovey 1995:197-208), higher levels of emotional intelligence should promote a better understanding of the emotional contract and thus encourage better social skills and the ability to use emotions effectively.

In the next section, empathy and the development of self-esteem, also referred to as the self- concept, will be discussed. This is an inherent part of this study, as it is proposed by the researcher that the self-concept is an integral part of emotional intelligence and will be used in part to measure aspects of emotional intelligence.

3.5 EMPATHY AND THE DEVELOPMENT OF SELF ESTEEM AS COMPONENTS OF EMOTIONAL INTELLIGENCE

Empathy has a long and interesting background. Historically, philologists (students of linguistics) and aestheticians referred to empathy, as the ability to place oneself into the world of thoughts and feelings of another person (Wiehe 1997:1192-1204). In German, this concept was defined as 'Einfuhung', which

relates to an ability to understand others from the standpoint of a differentiation of the self from others. Yet further concepts of empathy (Wiehe 1997:1192-1204) may be defined in various ways. It can be seen as consisting of an emotional recognition, in which an individual can accurately perceive the emotional state of another individual. Another concept, is that of perspective taking, in which the individual is able to put himself in another person's place. Yet another response may be that of emotion replication, in which the observer is able to replicate the emotion he has observed in the other person. Finally, there is the response decision, in which the observer is able to decide whether to act or not on the feelings he has experienced. All of these concepts are dependent upon the first concept, that of accurate recognition. For instance it would be impossible to move on to other stages if the individual is not able to discriminate the emotional state of another person accurately, as is required in the first stage of emotion recognition (Wiehe 1997:1192-1204).

Empathy is considered to be an important variable in the concept of emotional intelligence and may account for much of the difficulty that is presently experienced in interpersonal relationships. Goleman (1995:96) believes that self-awareness is an important extension of empathy and that if a person is closely in tune with his own emotions, he will be more able to respond appropriately to others. In psychiatric terms, if a person is unable to discriminate among his own emotions or to talk about his feelings, he may be labeled alexithemic, which means that he is unable to find the words to describe his emotions. This may seriously hamper his ability to communicate effectively with and form a relationship with others in his social world.

Yet another concept with regard to emotional intelligence is that of attunement. Goleman (1995:101) remarks on the ramifications of a lack of attunement between a primary caregiver and a child. Attunement refers not only to a cognitive recognition of what the child has done, but also an affective recognition of the child's feelings. In this way, entire ranges of emotions can either be encouraged and acknowledged, or conversely, obliterated from a child's repertoire of intimate relations.

Goleman (1995:96), states further that a lowered rate of empathy and attunement can be found in criminal psychopaths, rapists and child molesters. Psychopathology can be described as the inability to feel empathy or compassion of any sort. These people can be both charming and at the same time completely without remorse for the most cruel and heartless acts. It is completely within their capability to tell lies easily and glibly as well as to manipulate the emotions of others in order to get what they ultimately want. There appears to be no remorse for any acts that are taken. It has been suggested that there may be some kind of neural defect in the criminal psychopath, which suggests a possible disruption in the neural circuits between the verbal cortex, which is the area of the brain responsible for the recognition of a word and the limbic brain, which attaches feeling to this word. This results in a shallow understanding of the meaning of emotional words and of emotions (Goleman 1995:96), as well as lowered emotional intelligence. This points again to the importance of developing emotional intelligence in our youth and to promote the concept of attunement between mothers and their children. This may, in turn, encourage the development of empathy and compassion in our youth.

Goleman (1995:101), states further that there appears to be a close relationship between empathy and aggression. When children in an elementary school were placed on a program to teach more empathetic behavior and thus emotional intelligence, interesting results were recorded. Some of the results were as follows: aggressive behavior tended to decrease, pro-social behavior increased and self-esteem was enhanced in the majority of the children. It appears from this research that the ability to understand a conflict situation from another person's perspective, may lead to a greater understanding and therefore a decrease in conflict. It seems that when this concept is extended into the family situation, the parents who are to enter into and participate in the emotional world of the characters and to experience these worlds from their own perspectives are able to experiment with the emotions that they may evoke, without the involvement of any personal risk (Wiehe 1997:1199).

According to Goleman (1996:129), emotions are seldom expressed only in words. In order for an individual to be able to understand or to make sense of another person's feelings, it is important to be able to interpret signs and signals at a non-verbal level of communication. When the verbal statements that are sent out by someone do not tie up with their non-verbal messages, mixed signals are received and it seems then, that more credence is given to the way in which the message is delivered than in the actual words that are used (Goleman 1996:129).

It appears from the literature that self-esteem too, has an important role to play in the development of behavioral and emotional difficulties (Margerison 1996:176-179). It has been concluded that the self-esteem of individuals who have emotional difficulties is significantly lower and it is therefore an important task to understand the role of self-concept development.

The generally accepted view of self-concept is that it is made up of a series of attitudes about the self that allow the individual to form an image or picture of himself that may be used to define the self and to categorize behavior (Margerison 1996:176-179). It is a multi-dimensional concept in which it is possible for the individual to experience high self-concept in some areas and low self-concept in others. This occurs because of the personal attitudes that have been formed through general life experiences which the individual may have perceived as successful or as a failure, as well as the negative or positive observations that have been made by others – particularly those closest to the individual such as their parents or primary caretakers. Childhood trauma such as rejection, isolation, humiliation, verbal assaults and being ignored, can be classified as particularly negative in a long-term sense and can crush a child's self-esteem, as well as damage his well being and potential to participate fully in the world in which he lives (Margerison 1996:176-179).

For self-esteem to be enhanced, it is important for the child to feel a part of the social group in which he moves. He needs to feel a sense of belonging and equality with his peer group as well as a sense of comfort and security when expressing his feelings. Only when an individual experiences a positive self-

esteem, will he be able to reach his full potential. The level of self-esteem is a powerful controlling factor in behavior and the ability to work alongside others in an harmonious manner (Margerison 1996:176-179).

In conclusion, it appears as if self-esteem is closely related to the amount of emotional awareness that is experienced, as well as how attuned we are to not only our own needs, wants and desires, but also those of other people – in short, to the amount of empathy that we experience. The ability to perceive and to recognize feelings in another person will enable us to deal with our social environment in a confident and appropriate manner. In this way, the link between empathy and the self-concept can be recognized, as well as the role of primary caregivers (parents) in the development of these concepts.

3.6 EMOTIONAL INTELLIGENCE DEFINED

Before looking at the specifics of emotional intelligence, perhaps it would be beneficial to define what the term 'intelligence' means. As long ago as 1958, Weschler (1958:147, as quoted by Salovey & Mayer 1990:186)) defined intelligence as the "aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment". Even though emotional intelligence may or may not correlate with other types of intelligence that does not mean that it therefore may not be classified as a type of intelligence. The above definition appears to allow the inclusion of emotional intelligence within its broad conceptual domains.

Davies et al (1998:989) propose that emotionally able individuals appear to have certain personality traits that are known to bear no relationship with cognitive abilities. However, although it appears to share some important similarities with social and crystallized intelligence, it is suggested that it contains the discriminate validity that is lacking in the measurement of these other two intelligences.

Salovey and Mayer (1990:188) formulated a definition of emotional intelligence as a unifying construct, which can be used for understanding personality. It is put forward that social problem solving is a central personality process, which forms the groundwork for social behavior. These authors define emotional intelligence as a subset of social intelligence and state that it includes the following: the ability to monitor feelings and emotions that concern the self as well as others, the ability to discriminate among them and finally to be able to use this information in order to guide one's own thoughts and actions. Because emotional intelligence has been defined in a way that involves a series of mental abilities, it appears to qualify it as a form of intelligence (Mayer & Salovey 1993:435).

Salovey and Mayer (1990:188), as well as Mayer and Salovey (1993:435), refer to emotional intelligence as part of the personal intelligences, which fall within the umbrella of social intelligence. Personal intelligence can be divided into sub-sections, which include inter- and intra-intelligence. Intra-personal intelligence refers to the ability to be aware of one's own moods and emotions, to be able to label these feelings correctly and finally, to be able to put strategies into place in order to deal with them effectively. Inter-personal intelligence includes the ability to monitor the moods and temperaments of other individuals and to be able to use this knowledge to be able to predict their behavior in the future. Emotional intelligence can be considered as a subset of personal intelligence and tends to focus on the recognition of the emotional states that belong to the self as well as to others and the ability to use this in order to be able to solve problems and to regulate behavior in an effective way (Salovey & Mayer 1993:435).

3.7 EMOTIONAL INTELLIGENCE AND HUMAN INTELLECTUAL DEVELOPMENT

The role of emotions in cognitive development is a long contested concept. Confrey (1995:38) proposes that it is both possible as well as desirable to integrate affect and cognition. It used to be thought that ideally, the intellect

should be in control over the affect. However, it is under contention that the emotional undertones of parent-child relationships such as approval, pleasure, joy, warning, disapproval and fear, would be seen as expressions of relationship development, and as such would be recognized as important in their own right and not necessarily secondary to cognitive development.

Salovey and Mayer (1990:189) describe emotions in the realm of organized responses, which are able to cross the boundaries of many psychological sub-systems, which may include the physiological, cognitive, motivational and experiential systems. Confrey (1995:39) agrees with this assumption and takes it further, with regard to education, particularly in mathematics. The proposal is that by introducing emotional intelligence into mathematics education, it is possible to state that there are both facilitating as well as debilitating emotions which play a significant part in learning. For instance, if mathematics classes are viewed as an embarrassing exposure or as risky and competitive, then it is possible to understand why individuals may fail to persist in this subject. By incorporating a facilitating view of emotions, it may be possible to seek a deeper level of understanding, which may change the level of motivation. These thoughts are extended when the concept of understanding how a child thinks about a problem is focused upon (Confrey 1995:40). In this way, self-awareness is enhanced and bridges are built in which the expert is able to learn a different viewpoint and therefore to gain new insights – in short to develop better emotional empathy. This fosters a deep and fundamental respect for diversity and the realization that authority does not have its roots in the dispersal of knowledge, but from the development of knowledge in another, which leads to a deep sense of empowerment and self-confidence in both parties (Confrey 1995:41).

Recently, there has been an attempt to incorporate emotional intelligence within the broader framework of human cognitive abilities (Davies, Stankov & Roberts 1998:989). It seems from this research paper, that there are many researchers who view the processing of affective information as a mental ability or an aptitude, which falls under the umbrella of crystallized ability as has been posited in paragraph 3.5 by Davies et al (1998:989). This conclusion has been

drawn due to the assumption that the appraisal, recognition, expression, regulation and use of emotion tends to develop within the boundaries of experience and social interaction, which mirrors the development of other psychological processes which constitute crystallized intelligence.

Shapiro (1997:4) adds to this conceptualization of intelligence by stating that emotional intelligence is not based on how smart a child is, but instead looks at the idea of personality structures and how these may influence the equation. In this regard, this study will be analyzing the personality of the adolescent, as well as the level of his self-concept, in an attempt to establish his level of emotional intelligence. It may be pertinent at this stage, to discuss the different mental processes, which make up the concept of emotional intelligence. These abilities, as mentioned earlier (Wiehe 1997:1192-1204; Goleman 1995:96), include:

- the ability to appraise emotion in both the self and others and the expression of emotion
- the ability to regulate emotions in the self and
- the ability to be able to use these emotions in adaptive ways.

Salovey and Mayer (1990:191-199) discuss these aspects in greater detail.

3.7.1 The appraisal of emotion in the self and others and the expression of emotion

3.7.1.1 *Emotion in the self*

According to Davies et al (1998:990) this aspect of emotional intelligence refers to an ability to be aware of both a mood as well as the thought processes that relate to that mood. The process begins when the affect-laden information is first perceived by the perceptual system. This may take place from the verbal or the non-verbal perspective or may be incorporated within both systems. For instance, an employee may walk into his superior's office and immediately notice his scowling face as he says "Good afternoon", in a cutting tone of voice. From a verbal point of view, emotions may be appraised and expressed through

language, and the learning that takes place depends to some degree on the ability to be able to speak about the emotions, to introspect about them and to form coherent propositions based on this thought process. Therefore from a verbal perspective, the employee may comment, "I can see that you are annoyed with me and I wonder if it is because I am so late for work?" At the same time he may be using introspections such as ' I had better apologize and try to explain my position', as well as forming coherent propositions such as ' I had better not be late again'. From a non-verbal perspective, it has long been recorded that plenty of emotional communication does take place (Salovey & Mayer 1990:192). Body language, facial expressions, eye contact and hand gestures are but a few examples of non-verbal language. In the example given above, the employee was immediately able to read the non-verbal language of his employer by noticing his tone of voice and facial expression.

From a non-verbal perspective, some confusion about the inclusion of appraisal and expression of emotion as a part of mental abilities seems to have occurred. This may be due to the fact that much of the appraisal and expression of emotion may take place on a non-verbal level and therefore may be difficult to measure. Salovey and Mayer (1990:191), discuss the first scale that was used to measure emotional expressiveness, which was the Beth Israel Hospital Psychosomatic Questionnaire. However, this scale was found to be subjective in nature, which resulted in low reliability. Other scales were subsequently developed with the same purpose in mind, but with varying degrees of success.

It appears from the above that individuals, who are more able to appraise and express their own emotions accurately, are more able to respond appropriately to them and to express them to others. These skills may be included in emotional intelligence in that they require the processing of emotional information from within the organism. There is also a need for a certain level of competence for the individual to be able to function socially in an adequate manner. This concurs with Goleman's (1995:96) ideas on the nature of emotional intelligence and incorporates his description of self-perception. This ability is described as the ability for introspection, which includes the perception of ones' own feelings as well as being able to label them and to relate to them

personally. This is considered to be an essential component for an understanding of one's own emotionality and subsequent behavior to take place. If these emotions are understood and related to, the individual will be able to deal with them with a greater degree of awareness and effectiveness. Therefore, it seems possible to conclude that this individual will be less likely to be overwhelmed by these feelings.

Another aspect that Goleman (1995:144) discusses, which is in agreement, is the ability to self-command. This means that the individual is able to command himself to both handle and express his oppressive feelings – in short, to experience effective self-talk. Hay (1999:23), concurs with this and extends it further by stating that the way an individual talks to himself inwardly, sets up the mental atmosphere in which he is able to operate. This gives him a certain amount of power as well as the ability to take responsibility for his life. Goleman (1995:145) posits that this ability provides greater personal autonomy and stability, as well as an increased ability to control impulses and affect and because of this, frustration tolerance can be increased. The individual can avoid being overrun by powerful emotions, impulses and violent mood swings.

Segal (1997:11) mentions yet other aspects of emotional intelligence. Emotional awareness, acceptance and active awareness are mentioned as some of the vital components of emotional intelligence. Emotional awareness brings the inner world into focus and allows the individual to be able to differentiate between what is needed for survival and a mere whim, as well as to be able to know the difference between what is important to them and to other people. It is further proposed by Segal (1997:11) that emotions can be experienced as physical events, such as the feeling of tightness in the chest with severe sorrow or anxiety, the butterflies in the stomach that come with fear, or the euphoric swelling around the heart in times of extreme joy. Because of a fear of these feelings and what they may mean, many individuals tend to cut them off before they can register. This pain remains stored within the body and may eventually lead to a physical illness. It is proposed that if feelings like anger, grief and fear are kept in check for too long, the individual may become absorbed in compulsive behavior such as obsessive eating, studying or daydreaming, in an

effort to keep these feelings at bay. It may be possible to numb emotion, by smoking, alcohol and drugs, or by becoming immersed in activities such as working, watching television excessively, exercising or socializing. Because all emotions are able to bring important information, it is critical that these feelings and emotions are felt, understood, appraised and expressed. It is possible to develop emotional muscle through body awareness and physical fitness. Relaxation exercises go a long way to help the individual to endure and experience the emotional experience, as well as to emerge from it revitalized, deeply relaxed and with a feeling of heightened sensitivity towards the self. It follows then that the more relaxed that the individual is, the more he will be able to identify the feelings in his body (Segal 1997:15).

Segal (1997:78-87) continues by elaborating on the importance of acceptance. If an individual is unable to accept himself and his emotions, he often compensates for this by finding someone else to blame for his denied feelings. It is proposed by (Segal 1997:78-87) that the feelings that are not accepted, become stored in the amygdala which is the limbic structure in the brain that functions as the emotional authority. Thought patterns may then distort these feelings and they then become perpetuated far beyond their useful life. An example is given of anger, which can be metamorphosed into blame and it is suggested that the best way to avoid this happening is to experience the raw sensations of anger rather than intellectualizing the feeling away.

As mentioned previously by Segal (1997:11) and extended here by Segal (1997:86), is the concept of active emotional awareness. This fits within the umbrella of appraisal and expression of emotion as delineated by Salovey and Mayer (1990:191-195). This concept allows the individual to be able to differentiate between the old feelings that are stored within the emotional memory and the new ones that are linked to a current event. It is important to be able to be aware of subtle sensations in the body, to know the extent of the energy level as well as to know whether there is a feeling of positivity towards other people. Segal (1997:86), states that energy, mental clarity and positive regard for others are the three most important aspects of well-being. If these are not present or the individual is not aware of how he feels in this regard, it is

possible that he is disconnected emotionally. There also seems to be a distinct connection between emotional awareness and other aspects such as eating and sleeping habits. Food is often used to smother emotional feelings and sleep may often be used as a means of escaping them. It is possible to relieve others of the need to feel responsible for an individual's feelings by developing an ability to assert one's needs with calm self control and certainty, and in doing so. An atmosphere of mutual respect can then be engendered.

3.7.1.2 Emotion in others

An extension of the ability to appraise emotion in the self and to be able to express this emotion appears to be the ability to appraise emotions in others. This ability to perceive emotions in another, may relate to more effective mental health counselling. It has been found that women are usually better able to recognize emotions in facial expressions than men, although men are better able to recognize anger (Salovey & Mayer 1990:194). An important component of emotional appraisal is the ability to understand the feelings of another human being and to empathize with them. Empathy has already been discussed, but is mentioned in this context as one of the central characteristics of emotional intelligence. It appears that when individuals are able to relate in this way, they tend to experience lower stress levels and to feel more satisfied with life. The ability to empathize helps the individual to form closer interpersonal relationships and to develop greater social competence. Empathy seems to be made up of certain abilities that are interwoven into the appraisal and expression of emotion. This relates to the ability to be able to understand another person's point of view, to be able to identify his emotion accurately, to be able to experience aspects of his own emotions (Salovey & Mayer 1990:194).

3.7.2 The regulation of emotions

Another mental process, which makes up the concept of emotional intelligence, is that of the regulation of emotions. This concept is an important construct, in that it could lead towards more adaptive and reinforcing mood states (Salovey &

Mayer 1990:198). The rationale is that mood can be experienced on both a direct and a reflective level. Reflectively, there is an ability to know both one's own mood and that of others. In this arena, moods are discussed rather than emotions. Moods, as discussed in a previous section (Jenkins et al 1998:1-4), usually last longer than emotions and yet also need to be effectively regulated and managed. It is perhaps important to define this concept still further, into the regulation of emotion in the self and also the regulation of emotion in others.

3.7.2.1 The regulation of emotion in the self

Davies et al (1998:991) define this concept as the meta-experience of mood, which refers to the ability to monitor, evaluate and act to change one's mood. The aim is to change or fix unpleasant moods and to retain and maintain pleasant moods. For instance, theories can be built about the different situations that bring about moods such as the people one associates with and how a positive view of the self is maintained. Salovey and Mayer (1990:197) state that they tend to regulate their behavior in order to become happy. For instance, they may become involved in altruistic acts or even modify their negative mood through positive evaluation and a change of outlook. In this way moods may be self-regulated and pleasurable experiences may be maximized whereas negative experiences are minimized and terminated. This may occur through self-talk, as posited by Hay (1999:23-24). Salovey and Mayer (1990:197), also note that people have a tendency to maximize and prolong any type of emotional experiences. For instance, through the enjoyment of theatre productions, literature, art and music, individuals are able to connect with joy and sorrow. It is posited that aesthetic appreciation may relate to the internal experience of emotional intelligence in that it relates to special aspects of emotional intelligence and emotional awareness. In this way, people may be able to experience and practice negative affect with little regard for consequences, and in so doing may become more motivated to seek pleasant experiences. It is interesting to note that sorrow and tragedy can be uplifting and it is possible to feel opposite effects after having exposure to sadness. In conclusion then, the regulation of emotion appears to be an important aspect of

emotional intelligence, as it may help the individual to maintain a balance between his emotions.

3.7.2.2 *Regulation of emotion in others*

This refers to the ability to change the affective reactions of other individuals such as being able to calm another person who is feeling upset and emotional. Salovey & Mayer (1990:198) report on different types of emotion regulation. For example, in order to enhance interpersonal relationships, an individual may suppress his emotional responses to his personal problems. On the other hand, an individual may feel the need to cause a scene in a particular situation, as the emotional reaction in the other person is what he desires. In this way, he is able to elicit responses in others and therefore to regulate emotions in others. It is concluded that most people tend to be able to regulate emotions in themselves and others and that emotionally intelligent people are often more capable in this regard. They often have particular goals in mind when they do so. For instance, there is the goal of enhancing moods in the self and in others with a view to moving towards a worthwhile end, or at the other end of the scale, there are those who use their skills negatively and anti-socially, in an attempt to manipulate or lead others toward their own pathological ends (Salovey & Mayer 1990:198).

The last of the mental processes that is posited to make up emotional intelligence, is the ability to use emotional intelligence in adaptive ways. This will be discussed in the next section.

3.7.3 Utilizing emotional intelligence in adaptive ways

It appears from the literature that there are differences between individuals in their ability to use their own emotions in order to solve problems (Salovey & Mayer 1990:198). It is posited that emotions and moods may be useful in the motivation and assistance of performance of complex intellectual tasks. It seems possible that emotional swings directly influence the amount of future plans that are generated, that positive emotion has the capacity to change

cognitive information that is in the memory, so that it is better integrated and related, and finally, that emotion is able to interrupt complex systems of thought, and to help the individual to focus on what is of urgent, immediate importance (Davies et al 1998:991). It follows therefore, that individuals who use emotional intelligence in their approach to life, are more able to solve problems adaptively. This has been given as a reason as to why these skills are included within the construct of emotional intelligence. These individuals will be able to behave in a way that is respectful of the internal experience of both themselves and of others. Davies et al (1998:991) state that the use of emotions in relation to a goal is essential for selective attention to take place, to be self-motivated and the employment of emotional self-control.

In some ways, it seems as though the recent upsurge of interest in emotional intelligence has been due to a backlash against long-standing claims that general intelligence, or raw brain- power, otherwise known as IQ, is the key to success (Katz 1998:50). Although there is general consensus that IQ does predict academic performance, it is thought that this only occurs with approximately 20% real-world success (Katz 1998:50). Scientists are now looking at emotional intelligence as a possible additional predictor. Katz (1998:50), continues by stating that emotional intelligence has not been embraced with open arms and yet there is an expectation that our leaders demonstrate virtually every known aspect of emotional intelligence from integrity, intuition, imagination, motivation, commitment, empathy, sensitivity, conscience to humor, courage and humility. The article concludes with a call to renew efforts to build emotional muscle and to develop emotional awareness in the self as well as in others (Katz 1998:50).

3.8 CRITICISMS OF THE CONCEPT OF EMOTIONAL INTELLIGENCE

In order to gain a holistic insight into the concept of emotional intelligence, it may be prudent to address the various criticisms that are laid against it. Mayer and Salovey (1993:434) cite criticisms of their assumptions that emotion is

connected with intelligence. Important issues have been raised through criticism and these researchers attempt to address these points of view. The main criticisms are:

- that intelligence is an inappropriate term to use in relation to emotions and that emotional intelligence is synonymous with social intelligence;
- that there are no unique abilities that are connected with emotion;
- that there might be some dissension created through the connection of the controversial area of emotion with the controversial area of intelligence (Mayer & Salovey 1993:434).

In answer to the first claim that emotional intelligence is synonymous with social intelligence, Mayer & Salovey (1993:436) state clearly that emotional intelligence involves the manipulation of emotional content as well as emotions and social issues, whereas social intelligence is not predominantly involved with the processing of emotions. Davies et al (1998:992) continue the debate by stating that emotional intelligence is sometimes linked with social intelligence but that the latter remains in dispute, especially with regard to broad, crystallized abilities. Emotions that belong to the self and to others also occur in social situations.

In answer to the second claim that there are no unique abilities connected with emotion, these researchers (Davies et al 1998:992), attempted to demonstrate the independence of the emotional intelligence construct by including measures from personality and intelligence research. Some tentative support was found for Mayer and Salovey (1993) in that they found that some emotional intelligence factors are independent of both fluid and crystallized abilities. However, it was also found that several of the critical components of emotional intelligence might be conceptualized in terms of personality dimensions. For instance, Davies et al (1998:993) propose that the regulation of emotion can be best understood when it is seen in relation to the personality dimension that relates to neuroticism on the one end of the continuum and emotional stability at the other end of the continuum, instead of looking at it as emotional intelligence.

Limitations in the construct of emotional intelligence are pointed out in one of the studies undertaken by Davies (1998:989). Mayer & Salovey (1993:436) disagree with this viewpoint and state in reply that there are several mechanisms that underlie emotional intelligence. The first of these is the contention that emotionality contributes to specific abilities. Some individuals experience a richness of feeling, which allows them to be emotionally fluent in the same way that a person may be verbally adept or have gifts in spatial orientation and deductive reasoning abilities. These individuals may be able to generate emotions and emotion related thoughts rapidly and effectively as well as to experience moods. By facilitating these mood swings, it is possible to prioritise life tasks and the shift that takes place internally, in order to deal with both happy and sad mood. This seems to promote cognitive and behavioral activities that can maintain or change these mood states. Emotional individuals may actually emphasize higher-level processes and seem more able to regulate their moods.

It is also posited by Mayer and Salovey (1993:437) that there is a class of mental operations, which is both automatic as well as voluntary, which allows us to enhance or diminish our emotional experience. For instance, individuals are able to open themselves on the one hand or restrict themselves on the other, with regard to emotions. The proposal is that mood regulatory mechanisms within the context of emotional experience may be an important aspect in the explanation of concepts such as empathy and related abilities. It may be important to note the effects of emotional stress on individuals undergoing intelligence tests. It may be possible to measure the emotional stress that is experienced during these tests and to see if some individuals are still able to operate in an open manner whereas others may be so affected that their intelligence quotient score (IQ), may be altered due to emotional factors (Mayer & Salovey 1993:437).

Mayer and Salovey (1993:438) put forward that there is some type of integration between affect and thought at a neurological level. In the study of alexithymia, which refers to psychiatric patients who are unable to appraise and verbally express their emotions, there is some speculation that there is a blocking of

impulses from the right to left hemisphere at the corpus callosum, or that there may be a disconnection between the limbic system and higher cortical activities. Neurotransmitters may also play a role. The importance of serotonin cannot be underestimated. This is a known neurotransmitter that affects our emotional reaction by conveying emotional messages from the brain to different areas of the body (Shapiro 1997:X111). Serotonin helps the individual to deal with stress and is significant in the treatment of depression when administered orally. It is also possible to produce this hormone naturally through a healthier diet, increased exercise and appropriate amounts of sleep. Shapiro (1997:XIII) states that it is an especially important component of an adolescent's life as it influences body temperature, blood pressure, digestion and sleep, as well as helping the adolescent to deal with stress by inhibiting an overload of input to the brain.

Yet another criticism relates to the contention that emotional intelligence should be separated from allied fields due to the perception that there is a controversial relationship between IQ and other variables and that intelligence is fixed and difficult to change. Mayer and Salovey (1993:439) propose that the term intelligence has been used in relation to emotions because it is believed that it is a mental aptitude that assists in intellectual processing. Underlying mechanisms related to the concept of emotional intelligence include emotionality, emotion management and neurological substrates. It may manifest in greater verbal fluency with regard to emotional areas, and also greater overall information transmission under emotional threat.

Davies et al (1998:1005) state that two of the studies conducted in their research show that certain measures of emotional intelligence are related to personality traits, particularly to neuroticism, extraversion, agreeableness and verbal ability. The study has undertaken to answer the question of what remains of emotional intelligence when both personality and intelligence are also assessed. It appears firstly, that the concepts of cognition and emotion are contradictory and this creates difficulties in claiming that emotional intelligence is an ability. Ability may be defined as variations in the way individuals perform tasks that have varying degrees of difficulty and a cognitive task may be defined

as any task that requires the correct or appropriate processing of mental information, as a critical aspect leading towards successful performance (Carroll 1993:10). A conclusion of the above study contends that an emotion perception factor does have some construct validity, but that the construct of emotional intelligence appears narrower than the proponents may have suggested and that additional research is needed for this to be fully investigated.

However, additional research by Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Dornheim (1998:167-177) into the development and validity of a measure of emotional intelligence has been undertaken and was found to have good internal consistency and test-retest reliability. The proposal is that the original model of emotional intelligence presented by Salovey and Mayer (1990) is the most cohesive and comprehensive model on this subject and has the additional advantage of lending itself to the conceptualization of the different dimensions of an individual's present stage of emotional development. There is evidence to show that the results of the factor analysis suggest a homogeneous construct of emotional intelligence but that this should be viewed with caution, as the research is limited to the operationalization of intelligence as posited by Salovey and Mayer (1990) and a limited set of self-report items were used. However, the scale developed showed good internal reliability and evidence of validity. Scores on the scale did differ between groups as might have been expected, such as psychotherapists who scored higher and prisoners and substance abusers who scored lower (Schutte et al 1998:167-177). In conclusion, it appears as though the scale holds promise as a reliable and valid measure of emotional intelligence as conceptualized by Salovey and Mayer (1990) and that it may be used to explore further the construct of emotional intelligence, in terms of its determinants, its effects and whether it can be enhanced (Schutte et al. 1998:176).

Martinez-Pons (1997:3-13) validated the concept of emotional intelligence further, when he undertook a study to test emotional intelligence's predictive power in three areas of personal functioning, namely, goal orientation, life satisfaction and depression symptomatology. The findings seemed to point in the direction of a strong relationship between emotional intelligence and key

aspects of personal functioning, and appear to be a significant predictor of the above concepts. Evidence has been provided in this work, which shows that the construct validity of emotional intelligence is a sequential process involving attention, clarity and the regulation or repair of moods and emotions (Martinez-Pons 1997:12). There is also evidence to show that the global construct of emotional intelligence has important predictive power in relation to other crucial aspects of personal functioning. The following section will investigate the importance of emotional intelligence in the lives of adolescents and children.

3.9 THE IMPORTANCE OF EMOTIONAL INTELLIGENCE IN THE LIVES OF ADOLESCENTS AND CHILDREN

It has been suggested that the 90's will become known as the decade of the emotions (Grieve 1997:50-51), and it appears as though the very face of society has changed and we are left with a feeling of desperation and recklessness in our youth. It may be that emotional intelligence may be able to repair some of the damage that has occurred from the moral and social decay that seems to have ensued. The attributes of emotional intelligence, such as self control, persistence, motivation and a passion for life may be able to combat and counteract the selfishness, violence and meanness of spirit that seem to be rotting the very foundations of social life (Grieve 1997:50-51).

In a similar vein, Valente (1998:2) states that a wave of change is affecting and eroding our social world and the question is whether IQ is going to be enough to cope with what is happening. Valente (1998:2) proposes the development of emotional intelligence in schools as part of the curriculum, in an effort to help our youth develop in a holistic manner. Aronstam (1996:48-51) concurs with this philosophy and quotes surveys which show that the youth of today are more troubled emotionally, than in previous generations. It seems that there is more depression, anger, aggression and misbehavior in the classrooms than before and that one of the ways of handling these problems is to help families to foster emotional intelligence in their children, not only through training, but also in modelling appropriate behavior. This needs to be extended to educators, so

that our youth can become surrounded by role models, who can demonstrate how to handle situations in a capable manner, with empathy, conflict resolution skills, care, support and understanding.

Impulsivity in adolescents seems to have its roots in early infancy and in this regard, Pool (1997:12-14) discusses the famous marshmallow test that was undertaken at Stanford University Pre-school. The study involved four year old children who were presented with a marshmallow each. This was placed in front of each child and they were then told that they could eat the marshmallow whenever they liked, but if they waited till the researcher got back from doing an errand, he would give them two marshmallows. The children were then videotaped and the children's reactions were recorded. About a third of the children ate the marshmallow immediately, about a third waited a little while, and the rest waited the ten minutes until the experimenter returned and then got two marshmallows. A follow up study was undertaken 14 years later, when they were adolescents. The 'grabbers' were still impulsive, which means that they became angry quickly and were not popular and the 'waiters' were popular and emotionally well balanced. The impulsiveness that was present in the children seemed to carry through to adolescence, which indicates the importance of emotional education in the early years in order to change certain patterns of behavior.

Pool (1997:13) continues by stating that impulsivity in boys and girls leads to social consequences. For instance, impulsive boys are three to six times more likely to be violent by the end of adolescence, and impulsive girls are three times more likely to become pregnant during adolescence. With regard to children who feel chronically sad or anxious in their primary years, it appears as if they are most likely to end up as substance abusers in adolescence during periods of experimentation. The adolescents, who were classified as 'waiters' during the marshmallow experiment, were found to develop into flexible, adaptable and conscientious adolescents who were able to remain positive under pressure.

Pool (1997:14) contends that the amygdala, which is part of the limbic system in the brain and commonly associated with the regulation of emotional responses, does not mature until the age of 15 or 16 years. As such, there is plenty of time during those early years to develop emotional intelligence skills. Indeed, Pasi (1997:40-42) discusses a high school in Rhode Island where social and emotional skills are integrated into the classroom and curriculum across all disciplines. Students are required to participate in some form of community service to foster respect for the self as well as respect for others, and there is also a peer mediation program and a junior/senior wellness program, which have been instituted. In a similar vein, O'Neil (1996:9) discusses the changes that have taken place in the adolescent populations in schools where emotional intelligence is part of the curriculum. It seems that these youths are better able to control their impulses, have improved their behavior, have developed better conflict resolution skills and are better able to handle interpersonal problems (O'Neil 1996:11). The challenge is for students to inculcate more thoughtful social and emotional behavior into their daily lives.

Just as students may need exposure to emotionally intelligent skills, so do the adults who are educating them. Stufft (1996:42-43) talks about the challenges that lie ahead for adults, particularly for educators. It is proposed that low emotional IQ can be seen when there is frustration, anxiety, depression, fear and impulsive behavior present in the educator. The inability to be able to control frustration may lead to verbal put-downs, which may destroy a youth's ability or motivation to learn. It seems that anxiety, when taken to excess leads to paranoia, whereas ebullient childish irresponsibility may be seen as willful disobedience and treated as such. Depression, fear and impulsive actions may lead educators to behave inconsistently and unfairly which may cause a climate of restrictiveness and tension (Stufft 1996:42-43). This in turn, may encourage the degeneration of behavior in our adolescents, rather than to lead and educate them in an emotionally intelligent manner.

O'Neil (1996:8) states that the good news about emotional intelligence is that it is virtually all learned and that the brain is enormously malleable during childhood. As has been noted before, the centers in the brain that regulate

emotional responses are among the last parts to become emotionally mature and continue to grow, well into adolescence. It is therefore extremely important that the skills a child learns in life as he moves forward into adolescence, are those that help him to manage his anger well, to calm or soothe himself and to be empathetic, in short, to be emotionally intelligent. These emotional skills and lessons are able to shape the brain circuits for different responses, such as an ability to appraise one's own emotions correctly and those of others, to be able to label these emotions correctly, to communicate them and to put strategies into place to deal with them effectively. It seems from the literature that healthy emotional responses are learned through interactions with other children and with caring adults (O'Neil 1996:8).

It seems pertinent to round off this section on emotional intelligence with a brief description of the benefits of emotional intelligence to the adolescent and the consequences of a low emotional intelligence. It is posited that the emotionally intelligent adolescent is able to exercise self-control, persistence, motivation and a passion for life (Grieve 1997:50-512). He may also be pleasant to be around and often leaves other people in a better state of mind. There is an understanding that emotional restraint and even a period of hurt feelings in the short-term may be required in the service of a long-term goal. This means that helping others may require sacrifice and emotional toughness at the time, while the long-term benefits are recognized as being worthwhile. There seems to be an accurate appraisal of emotions in the emotionally intelligent adolescent, with a sophisticated use of integrated approaches to help regulate themselves, as they move forwards to reach important goals (Salovey & Mayer, 1990:201).

On the other hand, Salovey & Mayer (1990:201), describe the adolescent who is deficient in emotional intelligence as unable to recognize or regulate their own emotions or those of others. A consequence of this is that they are unable to plan their lives to fulfill themselves emotionally, and may thus become depressed and even suicidal. These adolescents are often socially ostracized and tend to regulate their emotions in alienating ways. It seems imperative therefore that ways and means are found to foster emotional intelligence in our youth so as to better equip them to deal competently and confidently in their life

worlds. Emotional intelligence may also provide a framework for organizing personality and seems closely linked with aspects of personality. Because of the interconnectedness of these concepts, the researcher would like to explore personality tests and particularly the High School Personality Questionnaire, in the next section.

3.10 PERSONALITY AND EMOTIONAL INTELLIGENCE

It appears from the literature (Davies et al 1998:992), that several of the critical components of emotional intelligence might be conceptualized in terms of personality dimension. Research undertaken by Davies et al (1998:1005), show that questionnaire measures of emotional intelligence are related to personality traits, particularly those of neuroticism, extraversion, agreeableness and verbal ability. In the light of these findings, this study proposes to investigate the personality profiles of adolescents, highlighting certain factors that appear to reflect aspects of emotional intelligence. As emotional intelligence appears to be acquired through learning, and research shows that learning is also a crucial aspect in the development of personality (Mwamwenda 1995:319-322), the parenting orientation of the primary caregiver will be investigated in order to understand what effects parenting style may have on personality and emotional intelligence. The High School Personality Questionnaire has been chosen in order to establish the personality profiles of adolescents, as this seems to fit the age level (14 – 18 years) of the sample group. The next section will define and describe the term personality.

3.10.1 Personality

It seems from the number of different definitions of personality that it is a difficult concept to define (Mwamwenda 1995:319; Meyer, Moore & Viljoen 1989:8). Visser, Garbers-Strauss and Prinsloo (1995:1) define personality as the integration and organization of an individual's psychological, social, moral and physical characteristics. This occurs in interaction with the environment and with other people. Personality is seen as deriving from the interaction between

inherent and environmental factors. There appears to be a general consensus that personality is made up of aspects of the whole person, which include dimensions such as the physical, social, mental and emotional aspects. From this it seems safe to assume that personality involves the person in his entirety and with the essential aspects that make him the unique individual that he is. Pipher (1994:26) agrees with this and adds that personality involves individual, developmental and cultural factors as well as marked internal development. Personality traits on the other hand, have been described as honesty and the ability to be generous, cruel or rigid (Mwamwenda 1995:319). According to Gerdes (1988:18), traits refer to personality tendencies, which remain fairly constant and are related to certain consistencies in behavior. It has been suggested (Gerdes 1988:18) that three major groups of traits may be relatively consistent over the life span and these are proposed as: neuroticism, extraversion and openness. It appears that this grouping can be further broken down into other facets or factors such as may be found in personality tests, such as: anxiety, depression, impulsivity, vulnerability, hostility, assertiveness, gregariousness, excitement seeking, values and feelings, to name but a few. It is interesting to note that the High School Personality Questionnaire (Visser, Garbers-Strauss & Prinsloo 1992:39), which is to be utilized in this study to determine the personality characteristics of the adolescents in the sample group, that relate to emotional intelligence, has also grouped the personality factors into groups called second order factors. These second order factors relate to anxiety and extroversion. The Sixteen Personality Factor Test, on which the High School Personality Questionnaire was based, also describes second order factors which have been grouped into four dimensions: extraversion, anxiety, tough poise and independence (Krug 1994:13). Traits can also describe the depths of an individual's emotional being (which is the reason that personality has been included in this study about emotional intelligence), whether he is egocentric or not, his disposition or temperament, and the uniqueness of his thought processes, feelings and interactions with the outside world (Mwamwenda 1995:319). It seems to be a debatable issue as to whether these traits can be credited to the environment or whether they are genetically determined.

Mwamwenda (1995:320) discusses the different personality theories in an effort to cover the various aspects of this large and varied field. It appears that each theory has something different to offer on the subject and views it from a unique stance. Meyer et al (1989:14) describe personality theory as an attempt to explain the individual differences according to a model of human functioning. This model has a common objective, which is to develop a system to describe, compare and explain people, as well as common characteristics, which incorporate certain assumptions and statements about people. Mwamwenda (1995:320) stresses the important role that personality plays, in whether an individual experiences life as a success, or a failure. It appears that it is possible to predict the behavior of an individual based on the personality traits that he possesses, and therefore to deal with the situation meaningfully and productively. In light of the above, it seems relevant to the present study to establish the specific personality traits or factors that may relate to emotional intelligence, as these could predict the way the individual may relate to his world.

With regard to the development of personality, it is important to note that each theory postulates a different approach, which explains how the structural (the basic units of the personality) and the dynamic (the function or motivation of behavior) aspects of the personality develop (Meyer et al 1989:14-16). This development appears to comprise of an interaction between heredity and environment and yet some theorists stress heredity and some stress environment. Mwamwenda (1995:322) stresses that learning is a crucial aspect in the development of personality and that personality traits are acquired through this very process. Because of the constant interaction between personality and the environment, there are many factors which influence this development. The home has been posited as the most important of these factors, followed by the school and peers. With regard to the home, it appears that the relationship between the child and the primary caregiver is crucial in the shaping of his personality. This concurs with the general theme of this research paper, which looks closely at the effects of parenting on the developing adolescent. Because it has been proposed by Mwamwenda (1995:322) that the relationship between the child and his family members is crucial in determining

his personality development, it seems that there is an important link between these concepts. This lends weight to the proposal to examine the personality factors of adolescents, in order to see if they have been shaped in any way by the type of parenting that they have been exposed to. It has been posited therefore, that the most important reason that can be argued in favor of studying personality, is that these traits are acquired through learning.

The researcher therefore decided to utilize a personality questionnaire that was most suited to the adolescent. This was deemed to be the High School Personality Questionnaire, which is based on the Sixteen Personality Factor Questionnaire for adults. Different factors of the personality are discussed and it is possible to compile a personality profile of the adolescent. Certain of these personality factors appear to link closely with aspects of emotional intelligence and because of this, the researcher attempts to develop a personality profile of the adolescent, which indicates their level of emotional intelligence. The following section investigates the HSPQ more fully and describes the personality factors that have been selected, based on their link with certain aspects of emotional intelligence.

3.10.2 The high school personality questionnaire (HSPQ)

The HSPQ is the downward extension of the Sixteen Personality Factor Questionnaire and is used for persons between the ages of 12 and 18 years (Gideon & Schuerger 1998:1257). The items in this questionnaire reflect different aspects of the personality of the adolescent as well as specific problems that an adolescent may encounter in everyday life, such as: poor self concept, disturbed social relations, difficulties with task completion, problems with authority and psychosomatic concerns, to name but a few. Because the HSPQ emerged directly from the 16 PF (Sixteen Personality Factors Test), many of the concepts may be transposed and as such, a brief discussion of the 16PF will follow, in order to cover the principle areas of concern.

The 16P was originally designed by Raymond Cattell in 1949 (Krug, 1994:1). Since then it has moved from being considered mainly as a research

instrument, to developing into an instrument which is able to assist practitioners in the development of interpretations for inter-individual comparisons as well as interpretative material across the fields of clinical, industrial and educational disciplines. Many normative patterns have emerged in the literature as well as the clinical significance of deviations on the individual scales. Krug (1994:4) describes how a factor analysis was applied in order to identify the primary elements of human personality. This was both a quantitative and objective means to identify the basic dimensions of personality and this was then transferred into a questionnaire. At first, a set of elementary or core scales was arrived upon: the primary factor scales. From these primary factors, a set of secondary factor scores emerged, which relate to broader personality concepts such as extraversion, anxiety and so on and these will be discussed at a later stage. Many occupational scales and career themes have also been formulated, all of which help to give greater insight and clarity to the personality of the individual.

Based on the above, the HSPQ can be used to identify adolescents who may experience emotional and behavioral problems and to be able to understand them better. It can be used further to predict future school achievement, to promote the self-growth of the adolescent and to monitor personality growth. The HSPQ measures 14 relatively independent personality dimensions or primary factors (Visser et al 1995:22). Each factor is represented on a bipolar continuum and the two extreme poles of the continuum are described as follows: A high sten score (8-10) corresponds to the description given on the right hand side and a low sten score (1-3) corresponds to the description given on the left hand side. It is important to note that the 'high' pole should not necessarily be interpreted as 'good' and the 'low' pole as 'bad', or vice-versa. The appropriateness of the personality trait depends on the immediate aim or circumstance of the adolescent. For the purposes of this study, only 7 of the 14 personality factors, which are perceived to relate specifically to emotional intelligence will be discussed. These are:

- Factor A (reserved /outgoing)
- Factor C (emotional instability / emotional stability)

- Factor F (soberness / carefreeness)
- Factor G (opportunistic / conscientiousness)
- Factor H (shyness / social boldness)
- Factor J (zestfulness / individualism)
- Factor Q3 (lack of control / self control)

The next section will concentrate on these primary personality factors and an indication will be given of how a high and a low score may be interpreted. At the end of the discussion on each factor, a brief discussion will ensue as to how that factor is perceived to relate to emotional intelligence.

Factor A: (reserved or outgoing)

This factor measures emotional orientation towards other people from coldness at the one pole to warm heartedness at the other extreme. At the one end of the continuum, this adolescent may be excessively reserved, detached, aloof, distrustful or rigid. He does not seem able to reveal his emotions easily or to show tolerance for other people. He may also be less accommodating and more serious and may experience difficulties working directly with people. On the other end of the continuum, this adolescent may be more warm-hearted and outgoing, carefree, co-operative, soft-hearted, casual, trustful and adaptable. These individuals are sometimes regarded as better adjusted at school, although this is not always the case and they often come from a carefree home environment (Visser et al 1995:23).

In relation to emotional intelligence, it would be advantageous to have a higher score which would indicate a warm and easy going individual with a high need for social contact. These people would enjoy the support of others as well as being authentically interested in them. Emotionally they would tend towards accessibility and expressiveness and would be able to withstand criticism and to be considerate, kind, warm and extroverted (Craig 1999:227). This personality type should be able to appraise the emotional status of another person correctly, be better able to communicate and label emotions and to put structures into place to make change possible (Visser et al 1995:23).

Factor C: (emotional instability or emotional stability)

This factor measures emotional stability and ego strength. High scorers tend towards emotional security, stability and have a realistic view of life (Mussen et al, 2000:232). They tend to be emotionally controlled and responsible, with an ability to distinguish between their emotional needs and reality, as well as being able to show restraint in avoiding problem situations. Low scorers tend to be emotionally less stable, to become easily emotional when frustrated, to evade responsibilities and to give up easily. These adolescents tend to worry easily and to be changeable in their attitudes and interests (Visser et al 1995:24).

With regard to emotional intelligence, a high score would be advantageous, as this represents a high level of dynamic interaction, as well as personal and interpersonal facets, emotional control, stability and the ability to handle frustration appropriately. A high score in this factor indicates an ego strength and emotional stability (Visser et al 1995:26). This emotionally intelligent adolescent is by nature calm and patient, with an ability to cope with tension, is mature and seems to have good psychological health (Craig, 1999:229).

Factor F: (care-freeness or soberness)

This factor measures how far primal exuberance has persisted towards adulthood. A high score would indicate enthusiasm, lack of inhibition and impulsiveness (Craig 1999:230). These adolescents enjoy change and work in a quick and impulsive manner. However, their work is often not very thorough. It is often the case that adolescents who are the youngest of the children in the family, are more happy-go-lucky, with a high F score (Visser et al 1995:27). A low score would indicate a person who is serious, taciturn, restrained, pessimistic, smug, obsessional, reticent and self-effacing. Extremely low scores could indicate clinical depression. These adolescents may become depressed and introspective and are often slow and cautious in their dealings with the outside world. However, they do tend to fulfill their tasks thoroughly and their seriousness about their work ensures a steady work pattern and the ability to adjust easily. These adolescents are often the oldest of the children in

the family and may have been brought up with more exacting standards or in more difficult circumstances (Visser et al 1995:27).

With regard to emotional intelligence, a high score (8-9) may be better than an extreme score of 10. This may indicate a moderately enthusiastic and happy-go-lucky adolescent, who can be carefree and cheerful at times. This is also an important factor in extroversion and it appears as if the environment is extremely influential in producing the level of factor F. Adolescents with a high score may be able to show initiative and to express emotion more easily. It appears that a high factor F score may have been learnt in a safe and indulgent family, where there was an abundance of optimism (Visser et al 1995:27). A high score may relate to emotional intelligence in that a high score in this factor is a measure of liveliness and involvement in life (Craig, 1999:230).

Factor G: (opportunistic or conscientious)

This factor measures the superego, which relates to the internalized set of rules that make up the cultural mainstream values. High scorers tend to be conscientious, respectful of authority figures and conformers (Mussen & Francis 2000:232). These adolescents appear to be concerned about moral standards and rules, persevering, emotionally disciplined and responsible (Visser et al 1995:28). Low scorers tend towards self-indulgence and the flouting of rules (Mussen & Francis 2000:232). These individuals can also be amoral with a weak superego, which makes them self-indulgent and irresponsible with a poor work ethic (Craig 1999:231). These adolescents may not accept general moral standards and tend towards being undependable, as they often disregard any obligations towards others (Visser et al 1995:28).

With regard to emotional intelligence, a high factor score is indicated in that this adolescent has a high ego strength and can be consistent, persevering, emotionally disciplined and concerned about moral standards (Visser et al 1995:28). Due to this, he should be able to appraise emotions effectively in himself and others, be able to label them correctly and communicate them, as well as to put structures into place to deal with them effectively.

Factor H: (shyness or social boldness)

This factor measures the amount of psychological protection an individual possesses. High scorers tend to be venturesome and to be able to withstand external pressures more easily. These adolescents tend to be talkative and jovial, and are able to act spontaneously in group situations. Although they are generally popular, it seems that they are not always socially adept or sensitive to other people's feelings (Visser et al 1995:29). The low scorer on the other hand, has a tendency to react to any form of perceived threat and as a result is much more restrained (Mussen & Francis 2000:233). These adolescents tend to be more shy, reserved and not able to express their emotions easily. Their preference is to have one or two intimate friends and they prefer to avoid large groups. Although a low H score may be normal, a very low score may indicate social withdrawal that could be pathological (Visser et al 1995:29).

With regard to emotional intelligence, a high score is indicated, possibly around 7-8, but a very high score (9-10) may indicate insensitivity towards others and social ineptitude. A moderately high scorer relates to the ability and courage to overcome challenges, as well as a dynamic kindness (Visser et al 1995:29). The high scorer may fit into the profile of the individual with emotional intelligence, as he is able to try new things, be spontaneous and to enjoy the excitement of living (Craig 1999:231).

Factor J (zestfulness or individualism)

High scorers tend to prefer to be a loner. These adolescents are meticulous and tend to think over their mistakes and devise ways of avoiding them. They are often unpopular with others and prefer to remain in the background of a group. Particular characteristics of an adolescent with a high J score, are their stubbornness, passive resistance and a tendency towards depression (Visser 1995:31). The low scorers tend to fit in well with a group and whilst they can be good leaders, they may also be followers. These adolescents are able to adapt to circumstances, have a zest for life and tend to co-operate in group activities.

However, adolescents who have very low J scores, show an uncritical acceptance of the group and tend to co-operate excessively. This may reduce their own independence (Visser et al 1995:31).

With regard to emotional intelligence, a low score on this personality factor would be preferable, as it indicates a person who fits in easily with a group, who can be a good leader as well as a follower at times and is able to adapt to circumstances (Visser et al 1995:31).

Factor Q3: (lack of control or self control)

This factor measures the strength of concern over self-concept and social image. High scorers tend to exhibit control and socially approved responses (Mussen & Francis 2000:233). These people tend to experience good overall adjustment although there may be a tendency to need the positive regard of others and to be overly concerned with their social appearance and their reputation. Some may even lean towards perfectionism and the standards that they expect of themselves may be too rigid and demanding. There is a need for strong control over their emotions (Craig, 1999:239). These adolescents may be ambitious and conscientious, value the social standards that prevail, are considerate of others, are conscious of their social image and able to control their own emotions. A high score is an important component of leadership, success in school and indicates stability and purposefulness. However, very high scores may indicate a defensive reaction in an adolescent (Visser et al 1995:34). Low scorers are not greatly concerned with how they appear and tend to be impulsive, lively and cheerful but may also appear too spontaneous and uninhibited. There is a tendency towards immaturity and little regard for social demands along with a lack of control and consideration for others, laxness, and a need to follow their own urges (Craig, 1999:239). These adolescents may display an uncontrolled, impulsive emotionality and they may tend to reject cultural values. They may show anxious uncertainty and irritability (Visser et al 1995:34).

With regard to emotional intelligence, a high score in this factor would be expected. This factor indicates how the individual experiences self-sentiment, has an integrated self image and lives according to internalised societal rules. A high score in this factor would show self-worth and self-control and would reflect the adolescent's ability to convert anxiety to useful behavior (Visser et al 1995:34).

3.10.2.1 Second Order Factors

According to Krug (1994:13), in the 16PF there are four second order factors that are of major importance and that replicate well over many diverse populations. These are quoted as: extraversion, anxiety, tough poise and independence. In the HSPQ, only 2 Second Order factors are examined and they are: anxiety and extroversion. Four out of the seven factors that contribute to the anxiety score are related to emotional intelligence. A low anxiety score would indicate good ego integration and adjustment (Visser et al 1995:37). With regard to the extroversion score, four of the five factors are related to emotional intelligence. A moderate to high extroversion factor would indicate an outgoing adolescent who enjoys social interaction (Visser et al 1995:37). Because of the high incidence of factors related to emotional intelligence, it was decided to include the second order factors, in an attempt to add depth to the personality profile of the adolescent.

- Extraversion is accounted for by five primary factors and these are: A+ which is warmth (+ means that it is a high score); F+ which relates to impulsivity; H+ which relates to boldness and Q2- which relates to group dependence (- means that it is a low score) (Visser et al 1995:37). A high score on this second order factor may relate to emotional intelligence in that the individual is more socially outgoing with good interpersonal connections, enthusiastic, gregarious, assertive, friendly, self-confident, fun-loving and achievement orientated (Craig 1999:239).
- Anxiety is made up of the following primary factors: C- relating to emotional instability; D+ relating to excitability; G- relating to being

opportunistic; H- relating to threat sensitivity; O+ relates to guilt; Q3- relates to low integration; Q4+ relates to tension (Krug 1994:13). It appears that this pattern is consistently correlated with external measures of anxiety and rich associations with a variety of behaviors. With regard to emotional intelligence, a low score on this second order factor would be desirable as these individuals tend to lead generally satisfied lives with little anxiety and are able to accomplish what is important to them. However, they may also experience a lowered energy level as well as a flat affect (Craig 1999:239).

These second order factors have been found to be a very important tool in the understanding of personality and to clarify how the primary factors are organized within a single subject or a group (Bonaguidi, Trivella, Michelassi, Carpeggiani & L'Abbate, 1994:1271-1275). Research was undertaken to confirm the validity of the second order structure of the 16PF and the HSPQ in the organization of traits in human personality.

In conclusion, the literature shows that parents do have a role to play in the development of personality in their adolescent children. Aspects of the HSPQ have been isolated which indicate a higher or lower emotional intelligence in adolescents. These appear to be pertinent to this dissertation and may help to answer the research question "What role do parents play in the development of emotional intelligence in their adolescent children".

3.11 SUMMARY

In this review of relevant literature, it can thus be seen that there is a continuing interest in the central matter of emotional intelligence and its pervasive effect on human lives. A core issue is the identification of emotions and recognition of the crucial role that they play in the development of emotional intelligence. How emotional intelligence fits into human intellectual development has been traced and the concepts defined. The components of emotional intelligence have been explored, including the development of empathy and self esteem. It appears as

though there are many critics of this concept and their views have been both put forward and answered by certain researchers. Because this research deals with the adolescent, emotional intelligence has been linked with this population in order to show how it affects their development. In order to meld these components into a satisfying whole, it is important to recognize the influence of the family climate created by parenting behaviors and the example that they provide, as perceived and experienced by the developing adolescent.

In chapter 4 there will follow a discussion of the research design and the measuring instruments used in an empirical investigation of the role of parents in the development of adolescent's emotional intelligence.

CHAPTER 4

RESEARCH DESIGN AND MEASURING INSTRUMENTS

4.1 STATEMENT OF THE PROBLEM

In the preceding two chapters, an overview was given of the role of parents, the development of emotional intelligence, adolescents and personality structure. The question of the reality of emotional intelligence and how it pertains to the role of parents has been observed as the focus of discussion by several researchers in the preceding chapters. An exploration into the issue of parenting styles and how they may have influenced or impacted upon the emotional intelligence of their adolescent children forms the major part of the study conducted for the purposes of this dissertation. The personality profiles of the adolescent youths from each of these families, is suggested to be of relevance in attempting to determine their level of emotional intelligence. Thus an attempt is being made to determine the effects of parenting styles and behavior on adolescent youths in terms of their emotional intelligence.

This study thus proposes to explore the following specific research problems:

- Is there a relationship between parenting styles and behavior and the development of emotional intelligence in their offspring?
- Is the self-concept of the adolescent and certain personality traits that are related to emotional intelligence, in any way shaped by the parenting that they have received?
- Is it possible to make deductions with regard to emotional intelligence, by analyzing the results of the High School Personality Profile?

4.2 SUPPOSITIONS FROM THE LITERATURE

Research findings from the literature, which was covered in relation to the topic, indicate many varying views on the main concepts of this dissertation. At the same time, they attempt to address the research question, which is: "What role

do parents play in the development of emotional intelligence in their adolescent children?" The following suppositions from the literature shed light on the different aspects of this research question and lead to hypotheses on these different areas.

4.2.1 The role of parents as an important influence in the life of the adolescent

Research findings indicate that the formation of relationships between parent and child are highly indicative of their subsequent social, cognitive and behavioral growth (Whiteside-Mansell et al 1996:279; Roehl et al 1985:20). Incompetent parenting leads to youth who are not socialized and do not have an effective conscience, empathy for others, or are able to co-operate within a group (Lykken 1997:129-137). This could be due to the stresses that parents are under, such as economic pressure, unstable work conditions and reduced confidence in their parenting abilities (Elder et al 1995:772). Aggressive behavior needs to be effectively halted in order to avoid consequences such as: lowered communication skills, poor problem solving skills and weak interpersonal skills – in short, lowered emotional intelligence (Anderson & Cramer-Benjamin 1999:2-3). The role of the father is important in this regard as more physically and emotionally aggressive fathers tended to be more authoritarian and controlling and their sons were less interactional and confident (Anderson & Cramer-Benjamin 1999:2-3). Researchers (Van Dongen et al 1995:152-153; Swigart 1991:225) state that children flourish in an environment of warmth, closeness and nurturance, where problem-solving techniques are used as opposed to harsh discipline. According to Baumrind (1996:413) the need for punishment tends to decline in adolescent years if there has been a clear setting of boundaries in the early years, firmly enforced within the context of parental warmth and involvement.

4.2.2 Different parenting styles result in different behavior in their adolescent youth

Researchers agree that there are different styles of parenting and these have been classified as:

- authoritarian, disapproving or autocratic;
- authoritative, reciprocal or emotion coaching;
- permissive, indulgent or laissez-faire
- indifferent, uninvolved or dismissing (Baumrind 1996:412; Crobie-Burnett & Giles-Simms 1994:394; Gottman 1997:50-68).

This study is most concerned with the emotion coach or authoritative style of parenting as it is posited that this will lead to an internal locus of control, psychological autonomy, pro-social behavior, respect for the authority of adults, problem solving skills and high self esteem, all of which relate to aspects of emotional intelligence (Baumrind 1996:412; Gottman 1997:52).

4.2.3 It appears that peers can influence the social abilities and emotional intelligence of adolescents

It appears from the literature that has been covered in Chapters 2 and 3, that traditional thinking has been challenged. In this regard, it is posited that the peer group can be more influential than parents at an adolescent level (Gladwell 1998:59). This concurs with Feldman and Wentzel (1995:221) who state that peer pressure does assume greater importance as the adolescent moves into middle and late adolescence. If this is so, then problem solving skills, social behavior, self esteem and interpersonal interaction will develop from the peer group and will have little relationship to the parents. This is directly related to the main thrust of this dissertation, which poses the question of the role of the parents in the development of emotional intelligence in their adolescent children. Other researchers (Feldman & Wentzel 1995:221) propose that parents are important as facilitators of their adolescent's friendships through their teaching, acceptance, warmth and consistence. It is posited further, that the model of a heterosexual relationship by the parents, based on friendship

and equality, can also affect the development of friendships in adolescence and that parental warmth is important for adolescent development (Feldman & Wentzel 1995:234; Hetherington & Clingempeel 1992:1-242; Steinberg et al 1989:1426).

4.2.4 Emotions need to be developed and identified in order to foster the development of emotional intelligence

Children and adolescents are able to learn about emotions, based on a script from their families and where there is weak parental structure, a lack of supervision, warmth and caring, coupled with parental conflict and coercive behavior, even delinquency may be the result (Jenkins & Smith 1998:223; Patterson et al 1998:332-334). The recognition and identification of emotions in the self and others relates to daily functions and may contribute to more emotional well-being (Mayer & Geher 1996:89-114).

4.2.5 Empathy is an important variable in the concept of emotional intelligence

The concept of empathy may be defined as the ability to place oneself in the world of another person and results from an ability to accurately recognize emotions in another person, to put oneself in another person's place, to replicate the observed emotion and to decide whether to act or not to act upon these feelings (Wiehe 1997:1192-1204; Goleman 1995:96). A person's ability to empathize relates to self awareness and the inability to discriminate among one's own emotions, may lead to poor communication and relationships with the outside world (Goleman 1995:96).

4.2.6 Several aspects of emotional intelligence are focused upon in this dissertation

The specific constructs that are focused upon with regard to emotional intelligence are: the appraisal and expression of emotion in the self and others; the regulation of emotions in the self and others; the utilization of emotional

intelligence (Salovey & Mayer 1990:191-199; Davies et al 1998:990-991; Goleman 1995:96:144-145; Segal 1997:11:78-87).

4.2.7 The criticisms of emotional intelligence as a separate and viable construct are:

- that intelligence is an inappropriate term to use in relation to emotions;
- that emotional intelligence is synonymous with social intelligence;
- that there are no unique abilities connected with emotion and;
- that there should be no connection between the less controversial area of emotion and the controversial area of intelligence (Mayer & Salovey 1993:434).

Researchers have studied and researched these criticisms and have attempted to address them (Davies et al 1998:992:993-1005; Shapiro 1997:XIII; Carrol 1993:10; Schutte et al 1998:167-177). The conclusion was drawn, that the original model of emotional intelligence presented by Salovey and Mayer, (1990) is the most cohesive and comprehensive and has good internal reliability and evidence of validity (Schutte et al 1998:176). As such it has been used as the model of emotional intelligence in this dissertation.

4.2.8 Emotional intelligence plays an important role in the lives of adolescents

In terms of the wave of change that has affected and eroded our social world, it appears as though emotional intelligence may be a way of improving the situation through self control, persistence, empathy, problem solving skills, self esteem and respect for others (Grieve 1997:50-51; Valente 1998:2; Aronstam 1996:48-51; Pool 1997:13; Pasi 1997:40-42; Stufft 1996:42-43).

4.2.9 Emotional intelligence is learned and the brain is enormously malleable until adolescence

The concept that emotional intelligence is learned and that the brain is malleable until adolescence, highlights the importance of educators and parents to help teach adolescents healthy emotional responses and how to be more emotionally intelligent (O'Neil 1996:8-11).

4.2.10 Personality development is relevant in the quest for identifying emotional intelligence in adolescents

Research shows that learning is a crucial aspect in the development of personality and the home has been highlighted as the most important influence on its development (Mwamwenda 1995:319-322). In this regard, the relationship between the child and the primary caregiver is crucial as it influences personality development through learning.

In summation, it seems clear that parenting plays an important role in the development of children into adolescents. Parenting styles appear to be an important influential variable in the growth patterns and personality patterns of adolescents. Emotions have been shown to be the backbone of emotional intelligence, which in itself has been critically examined and the main aspects delineated. It has been shown to have an important role in the lives of adolescents and the fact that it is considered to be learned rather than innate, adds weight to the research question which explores the role of parents in the development of the adolescent.

The next section will demarcate the hypotheses that have emerged from the literature and which will be presented in the systematic order in which the literature study has been undertaken. Hypotheses can be described as conjectural statements about the relationship between two or more variables (De Vos 1998:116).

4.3 GENERAL HYPOTHESES

The following general hypotheses were formulated to explore the concerns of the research problem:

- The role of parents is an important influence in the life of the adolescent
- Different parenting styles result in different behavior in their adolescent youth
- Peers can influence the social abilities and emotional intelligence of adolescents
- The development and identification of emotions fosters the development of emotional intelligence
- Empathy is related to emotional intelligence, in that it relates to one of the main tenets of emotional intelligence, namely the appraisal and expression of emotion in the self and in others (Salovey & Mayer 1990:191-199; Davies et al 1998:990-991; Goleman 1995:96; 144-145; Segal 1997:11:78-87).
- The model of emotional intelligence posited by Salovey and Mayer (1990) clearly differentiates between the constructs of emotional intelligence and is therefore well suited to this study.
- Emotional intelligence plays an important role in the lives of adolescents

In the following section, different aspects of the research design will be discussed.

4.4 RESEARCH DESIGN

The research design can be described as the plan, recipe or blueprint for investigation (De Vos 1998:152). This study follows the guidelines of symbolic interactionism in that it attempts to interpret the meaning that symbols such as actions, signs and words have for the subjects (De Vos 1998:81). For example, the parents and the adolescents will explore the meaning of their language, behavior and non-verbal language, particularly as it pertains to each other.

4.4.1 The theory on qualitative research

The nature of the research is that of qualitative research and this can be defined as the use of different qualitative techniques and data collection methods in relation to social interaction (De Vos 1998:240). No experiments are replicated in controlled settings in the pursuit of patterns of cause and effect. Instead, this is an examination of what individuals are doing and how they interpret what is occurring (Morse 1994:43). Indirect observation is used to observe how certain people relate to one another and thus through these relations, to explain how they might come to share some course of action. The samples are usually small and the informants have been selected purposefully in the hopes that they will best answer the research question (De Vos 1998:46)

Qualitative research can be thought of as a process of systematic enquiry into the meanings used by individuals to make sense of their actions and to guide them (Grafanaki 1996:329). This researcher continues by stating that qualitative research is associated with participant observations, interviewing, focus groups, qualitative examinations of texts as well as conversation and language discourse analysis. Ambert, Adler, Adler and Detzner (1995:880) delineate the focus and goals of qualitative research:

- The first aspect is that it seeks depth in terms of a smaller group of individuals with more intimate and personal information about these people.
- The aim of qualitative research is rather to understand how and why people behave, think and make meaning as they do, then to focus on what they believe or do on a larger scale.
- The goals of qualitative research are multi-leveled and are particularly well suited to the study of family processes such as parents and their adolescent children, as this can be studied on several levels of analysis as well as integrated.

Qualitative research also falls within the context of discovery rather than verification. In other words, new information may come to light, which may reflect new ways of thinking, or new behaviors, which may modify existing

ideas. This means that although it can accommodate hypothesis testing, researchers may use an inductive approach in the way they may shift their focus according to the needs of the individuals and explore in a rich 'context bound' milieu, rather than being guided mainly by existing research perspectives (Ambert et al 1995:879-880; De Vos 1998:37,46,47, 244).

In agreement with this way of thinking, Putney, Green, Dixon and Kelly (1999:374) conclude that qualitative approaches have made researchers aware of the different voices that exist and of the need to make visible the voices of particular individuals, groups and communities that may not have been heard. The everyday actions and activities of ordinary people within their own particular settings need to be understood in order to see how their actions and settings provide the academic knowledge and societal resources necessary for research (Putney et al 1999:374).

However, certain criticisms are leveled at qualitative research, namely that it is not objective, that it lacks rigor and is not scientific and yet it appears that it needs to be assessed according to its own criteria of validity, objectivity and reliability (West 1996:348; 354). Schamberger (1997:32) explores these concepts and defines the terms as follows:

- *Validity* – this refers to the extent that the findings are accurate or reflect the underlying purpose of the study,
- *Objectivity* – this refers to the ability of the researcher to do justice to the object of the study. In the case of the interviewee, this infers a need to be respectful, open and sensitive. It is posited that objectivity cannot be fully reached within any research and that it is enough to merely strive towards it.
- *Reliability* – this refers to the procedures and in qualitative research, the interviewer himself is the only important instrument and as such, one refers to interviewer reliability which reflects the skills of sensitivity, listening, respect and openness, to name but a few (Schamberger 1997:33).

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4.4.2 How qualitative research is applicable to this study

- The importance of social interaction as posited by De Vos (1998:240), is addressed in this study in terms of the different qualitative techniques that are used. The aim is to describe, interpret or reconstruct this social interaction in terms of the meaning that the parents and the adolescents attach to it. In this study, parents and their adolescent children are observed through the process of interviewing, in order to see how they relate to one another and the implications of this relationship are explored to ascertain the level of emotional intelligence that is present. The thrust of this research is that it will include interviewing both of the parents and the adolescent children, a self-concept test and a personality questionnaire for the adolescent children and a parenting test for the parents. A biographical questionnaire has been designed by the researcher in order to compile a profile of each family.
- As the focus of qualitative research is extended towards a smaller group of individuals, with more intimate and personal information about these people, this study seeks to replicate this. As such, a small group of 5 parents and their adolescent youths will be used as the sample group and will be observed from an intimate and personal perspective. Each family will be dealt with individually and personally, and the interviews will be open ended so that they can cater for the individual and peculiar needs of each individual member.
- According to Ambert, Adler, Adler and Detzner (1995:880), the aim of qualitative research is to understand how and why people behave, think and make meaning on a personal level. As such, this study looks at how and why these parents and adolescents behave and think as they do and also looks at the meaning that they have attributed to their actions. This is accomplished through the tests that have been mentioned above, as well as the personal interviews, which give insight into their actions.
- Due to the fact that the goals of qualitative research are multi-leveled, this type of research is particularly well suited to the study of individual families. For example, the parents will be studied in terms of their parenting styles and yet also at a deeper and more personal level, in

terms of the meaning that they attribute to this and their feelings on aspects of emotional intelligence in relation to their adolescent youths. The adolescents too, will be studied in terms of their personality profiles and the level of their self-concept, as well as on a deeper and more personal level, in terms of the meaning that they attribute to this and their feelings on aspects of emotional intelligence in relation to their parents.

- Should any new information come to light, by using this type of research, this can be explored and any new ways of thinking, or different types of behavior can be investigated within the richness of the specific context of the family.

The next section will deal with the sampling procedure and a description of the research sample will be given.

4.5 SAMPLING PROCEDURE AND THE DESCRIPTION OF THE RESEARCH SAMPLE

According to De Vos (1998:191), a sample can be described as the sub-set of the population used in the study, for the purpose of understanding and explaining some facet of the population from which it was drawn. In this particular study, non-probability sampling, which is completed without the use of randomization, was used. Snowball samples were used, in that the researcher approached one or two individuals, explained the nature of the research and the phenomenon to be investigated and then requested this person to identify further people who may make up the sample (De Vos 1998:200). In this way the researcher was able to draw a sample from the population, which consisted of 5 families in which there existed at least one caregiver, as well as at least one adolescent between the ages of 14 and 18 years of age.

Ethical considerations included informed verbal consent in which the participants were informed of any pitfalls, advantages and disadvantages. Particular care was taken not to violate the rights of the individual in relation to privacy, confidentiality and self-determination (De Vos 1998:27). A

heterogeneous sample was selected in order to search for the uniqueness of each case and yet also the commonalities that may exist between them by chance.

The selection of participants can pose certain problems especially if close friends, supervisors or colleagues are used (Grafanaki 1996:334). These relationships may cause a conflict of interest, which may be draining for the researcher and may interfere with his objectivity and role boundaries and certain ethical issues may arise (Grafanaki 1996:333). In the light of the above assertions, the researcher visited two schools, namely a government school and a private school. The respective headmasters were approached and informed of the nature of the research and a request was made for names to be put forward of families that fitted the needs of the research question, namely that they had a child/children between the ages of 14 and 18. The families were then contacted by telephone and the nature of the research was explained to them. A meeting was set up between the researcher and the families that wished to participate, so that the procedure could be explained in more detail. The researcher then attempted to build up a relationship of trust, flexibility, deep engagement and sensitivity. The procedure was explained to the prospective participants, namely, setting up a time and a place for the testing of the adolescent and his parent, as well as deciding on a feedback date which included time set aside for the open ended interview to be conducted with both the adolescent and the parent/s. The families were made aware of the enormous privilege it is, on the part of the researcher, to be exposed to the private life of another person. They were assured that the handling of this information would be conducted with the utmost confidentiality, respect and integrity on the part of the researcher. It is important that the participants understand that the role of the researcher is diagnostic and not judgemental (Morse 1994:49).

The semi-structured interview was used to follow up on the feedback of the tests that the participants had completed. These were conducted with the parents and the adolescents. Grafanaki (1996:331) states that this is a flexible way of gathering personal data that is at once personal and detailed. There is

an interaction at a personal level and as such, the researcher should have certain qualities, which will allow the process to unfold smoothly and comfortably. Above-average listening skills are a prerequisite as well as qualities such as accurate understanding, warmth, acceptance and genuineness (Grafanaki 1996:331; Schamberger 1997:32). According to Schamberger (1997:32) the researcher should follow up on the remarks of the participant in the form of a reflective summary, ask questions for clarification, as well as to avoid leading questions, interruptions and reinforcing only certain pertinent responses. Grafanaki (1996:331) adds to this by commenting that a trusting relationship facilitates the gathering of data and that the researcher's sensitivity and respect affects the depth and quality of the material that is shared.

In the next section, the measuring instruments that were used in this research will be discussed in detail.

4.6 THE MEASURING INSTRUMENTS

In this section, the measuring instruments that have been used to conduct this research, have been described, in terms of the methods that were used, the applicability of the test to the particular research question and the reliability and validity of the tests where possible.

The following tests were used for the different participants:

- | <u>Parent/s</u> | <u>Adolescents</u> |
|---------------------------|--|
| - The self-test to assess | - The High School Personality Parenting-styles Questionnaire |
| | - The Adolescent Self Concept Scale |

A semi-structured interview was undertaken with both the parent/s and the adolescents.

4.6.1 The High School Personality Questionnaire (HSPQ) (2nd Edition 1992)

The HSPQ (Visser, Garbers-Strauss & Prinsloo 1995:1-56) was developed in the U.S.A by Raymond B Cattell and Mary D L Cattell. This test was developed to create a questionnaire that could give a valid and reliable picture of the personality of a person aged between 12 and 18 years. The HSPQ emerged directly from the 16 PF (Sixteen Personality Factors Questionnaire), which was originally designed by Raymond Cattell in 1949 (Krug 1994:1) and was used for individuals older than 18 years. It can be used to identify individuals with emotional and behavioral problems, to understand individuals and their problems better, to predict future school achievement, to promote pupil's self knowledge and to monitor personality growth. Within the confines of the research question, it is hoped that this measuring instrument will be able to identify certain personality traits that are particularly related to emotional intelligence, as outlined in 3.13.

Factor analysis was used to isolate the underlying elements in human personality and one word descriptions of character traits developed out of this, that are said to cover the entire field of personality (Visser, Garbers-Strauss & Prinsloo 1995:1). These one-word descriptions identify the 14 primary personality factors, which the HSPQ measures.

Factors and descriptions

Factors used in this study which relate to emotional intelligence

Factor A	Warmheartedness	Factor A Warmheartedness - High
Factor B	Intelligence	
Factor C	Emotional stability	Factor C Emotional stability - High
Factor D	Excitability	
Factor E	Dominance	
Factor F	Carefreeness	Factor F Carefreeness - High
Factor G	Conscientiousness	Factor G Conscientiousness - High

Factor H	Social Boldness	Factor H Social Boldness - Moderate
Factor I	Tender-mindedness	
Factor J	Individualism	Factor J Individualism
Factor O	Guilt proneness	
Factor Q2	Self-sufficiency	
Factor Q3	Self-control	Factor Q3 Self-control - High
Factor Q4	Tension	

The second order factors of anxiety and extroversion (3.1.4.1) will be used in addition to this in order to evaluate the level of emotional intelligence of the adolescent youths.

By using the HSPQ, the same broad dimensions of personality are evaluated as those for the Children's Personality Questionnaire (CPQ), which evaluates primary school pupils, and the Sixteen Personality Factor Questionnaire (16PF) which evaluates adults (Visser et al 1995:2).

A total of 142 items are included in the HSPQ. Out of the 4 forms which are used, only Form A and B are standardized for South African populations. The instrument takes about 40 – 50 minutes to complete but no time limit has been imposed.

The test material, which consists of writing materials such as a pencil and eraser, an answer sheet and a questionnaire, is handed out and a short introductory talk is given to put the testee at ease. Instructions are then given for the identifying data to be filled in correctly. The following items must be recorded: the form to be answered i.e. A or B; name and surname; age; gender; date; school and home language. Detailed instructions and examples are then given in order to indicate clearly how the respondent should answer the questionnaire. He is told to answer the questions in a straightforward and honest manner and to work as quickly as possible without rushing. It is important to give the first natural answer that comes to mind and preferably not to use the middle answer (b), unless it is completely impossible to choose between the other two answers. No questions should be left out.

Reliability

Reliability can be described as the consistency with which the instrument measures from one occasion to another, provided that the character being measured does not change. The concept refers to the degree to which undesired factors influence the measurements.

- The Test-retest reliability of the HSPQ was determined by administering the questionnaire to the same group of testees on two different occasions. The reliability coefficients for forms A and B varied from 0,53 to 0,78 for pupils in schools of the Department of Education and Culture. The reliability coefficients for black pupils were lower in a few scales. The reliability coefficients can be regarded as satisfactory for a questionnaire of this nature.
- Parallel Forms Reliability was determined through the administration of the test to the same group of testees and then calculating the correlation coefficients between the two sets of scores. The A and B forms of the HSPQ were constructed as parallel forms and were administered to the same group of 16 year old pupils who had been randomly selected. Fourteen days elapsed between the first and second administrations of the questionnaire. The correlations between the factors on forms A and B were fairly low throughout, which may be ascribed to these forms being conceptually but not statistically parallel forms. The means and standard deviations for corresponding factors of the two forms of the questionnaire imply that the two forms of the HSPQ evaluate the same constructs consistently.

Validity

This refers to the extent to which a measuring instrument measures what it is supposed to measure (Visser et al 1995:51). The validity data of this test will be discussed in relation to different validity indices.

- Construct validity represents the extent to which a measuring instrument succeeds in measuring the underlying theoretical construct (Visser et al 1995:51). The same findings concerning the structure and content of the factor patterns of the HSPQ were obtained by more than one technique, and this provides convincing evidence that the constructs have validity.
- Content validity indicates the accuracy with which the items of a measuring instrument represent the universe of behavior types that it is supposed to measure. It appears that the way in which Cattell developed this test fosters confidence that the content of the HSPQ is appropriate (Visser et al 1995:52).
- Criterion related validity refers to the accuracy with which the scores obtained by means of a measuring instrument predict the scores of a criterion (Visser et al 1995:52). Selected scaled scores from different measuring instruments were used and showed a correlation, which gives a specific degree of confirmation of the concurrent validity of the HSPQ.

4.6.2 The Adolescent Self Concept Scale (ASCS)

The self-concept scale for adolescents set out by Vrey and Venter (1983:1-26), was used. This scale was developed in order to gauge the nature of the self-concept of adolescent youth. This is an important concept for the purposes of this study, as the self-concept forms a part of the emotional intelligence of the individual and has been spoken of at length in section 3, under the heading of Self-Esteem. It appears that knowledge about the self has practical value as well, in that there is unmistakable evidence to show that it relates to personality disorders and behavioral problems, as well as to exceptional achievement and perseverance (Vrey & Venter 1983:1).

A total of 100 different items are included in the self-concept scale. These items represent different components of the self-concept, namely physical, psychological, family, social, moral-ethical and self-criticism. Each of these dimensions is compiled in terms of self-identity, an acceptance of the self that has been identified, and a perception of one's behavior or personal conduct.

There is no time limit but there is a request for the testees to work as quickly as possible. Each testee requires a pencil, eraser and test booklet.

The instructions for answering the questions are as follows:

Each item of the questionnaire contains descriptions of two persons, A and B. Read both the descriptions in each item and compare yourself with each in turn. Decide which of the two (A or B) you resemble more closely. You will find two characters, A and B, on the right hand side of the item. If you resemble A more closely, draw a cross over the appropriate character on the right hand side of the page. If you resemble B more closely, draw a cross over the character B. Although you may not resemble either of the two to the last detail, you have to decide which of them is most like you. Draw a cross over either A or B, but not over both in the same item. The procedure is the same for all the items. There is no time limit, but work fast and answer every item.

Please note that A and B do not represent the same person in each item. Therefore your answer to one item should not influence your answer to another.

The following table indicates the group of items that are found at each dimension of the self-concept test.

Subtests with subsections	Items according to numbers in the self concept inventory
A. Physical self	
1. Identity	1, 7, 13, 19, 25, 31
2. Acceptance	37, 42, 48, 54, 59, 64
3. Behavior	70, 75, 80, 91, 94, 97
B. Personal self	84, 78, 82, 2, 8, 14
1. Identity	20, 26, 32, 38, 43, 49
2. Acceptance	55, 60, 65, 71, 76, 83
3. Behavior	

- C. The self in relation to family and relatives
1. Identity 77, 81, 85, 63, 69, 73
 2. Acceptance 3, 99, 15, 21, 27, 33
 3. Behavior 39, 89, 50, 56, 61, 66
- D. The self in relation to the social community
1. Identity 62, 68, 72, 47, 53, 58
 2. Acceptance 87, 90, 93, 4, 10, 16
 3. Behavior 22, 28, 34, 40, 45, 51
- E. The self in relation to values
1. Identity 45, 52, 57, 86, 44, 95
 2. Acceptance 92, 96, 100, 88, 98, 9
 3. Behavior 5, 11, 17, 23, 29, 35
- F. Self-criticism 79, 74, 67, 41, 36, 30, 24, 6, 12, 18

Reliability

Vrey and Venter (1983:24) report the following reliability coefficients for the ASCS.

Test	Reliability
Total test	0,89
Physical self	0,69
Personal self	0,68
Family self	0,81
Social self	0,79
Moral-ethical self	0,62
Self-criticism	0,43

Validity

Emphasis has been placed on the internal consistency of the ASCS. The correlation between the item score and the total test score indicates to what extent the item measures the same dimension as the test total. The point biserial correlation between each item score and the total score was calculated. The following correlations were recorded:

Tests	Point Biserial Correlations
Full Self Concept test	0,707
Subtest A	0,702
Subtest B	0,702
Subtest C	0,798
Subtest D	0,704
Subtest E	0,682
Subtest F	0,610

4.6.3 A self test to assess parenting style

This self-test was developed by Gottman and Goleman (1997), after much research in family laboratories. In these laboratories, children and their parents in two separate studies of 119 families, were examined by research teams at the University of Illinois and the University of Washington (Gottman 1997:20-21). These studies incorporated lengthy interviews with parents, the tracking of children's physiological responses during stressful parent-child interactions and the observation of the parent's emotional reactions to their children's anger and sadness. The children from these studies were followed from the age of four years to adolescence to see how they developed in terms of health, academic achievement, emotional development and social relationships (Gottman 1997:20-21). Following this research, this self-test was compiled for parents in order for them to be able to examine themselves and to evaluate their own style of parenting (Gottman 1997:42). It asks questions about the parent's feelings regarding sadness, fear, and anger. At the end of the test, descriptions are

offered as to the four distinct parenting styles that the research has uncovered and how these different styles of parenting affected the children who were studied (Gottman 1997:42).

For the purposes of this dissertation, the primary caregiver was asked to complete this questionnaire. The respondent was asked to answer the questions directly onto the questionnaire. The instructions were as follows.

For each item, please circle the choice that best fits how you feel. If you are not sure, use the answer that seems to be closest. While this test requires some time to go through all the questions, it is advisable to complete it. The lengthy design ensures that most of the aspects of each parenting style are covered.

Example: True = T False = F

Children have very little to be sad about.

T F

A total of 81 different questions are included in this self-test. These items represent different components of parenting, namely the dismissing parent, the disapproving parent, the laissez-faire parent and the emotion-coaching parent.

This non-formal test takes approximately 30 minutes to administer although no time limits have been stipulated. Because it is not a formalized test, no reliability or validity scales have as yet been established.

4.6.4 The semi-structured interview

It appears from the literature (De Vos 1998:297; Grafanaki 1996:334; Morse 1994:46; Schamberger 1997:31) that the interview is the most common method of data collection in qualitative research and that it helps in the understanding of the closed worlds of individuals, families, organizations and communities. In this regard, learning about these 'closed worlds', depends largely on how the interviewer is able to maximize the flow of valid and reliable information while at

the same time minimize distortions in the way the interviewee recollects events (De Vos 1998:298).

Qualitative researchers direct interviews through the use of a definite research agenda, with the purpose of gaining information about the specific phenomenon that is being investigated. De Vos (1998:298) proposes further that the face-to-face interview can be seen as a meaning making process. The specific type of semi-structured interview to be conducted for this particular study is the semi-structured interview with a research schedule. This research schedule is described by De Vos (1998:299), as a guideline for the interviewer and contains questions and themes that are important to the research that is being conducted. These questions need not necessarily be asked in a sequence, but the guideline establishes that the relevant topics are covered within the interview. De Vos (1998:300) describes the main advantages of this type of interview as providing for the relatively systematic collection of data, thus ensuring that important data are not forgotten. At the same time, the disadvantage of this type of interviewing is that it requires a highly trained and proficient interviewer. Because of this, other elements of qualitative interviewing will be used, such as allowing the respondent to develop spontaneously around the question that has been asked. This may help to reconstruct reality from the world of the interviewee and may assist the interviewer to obtain an 'insider view' of the social phenomenon (De Vos 1998:300). The most important disadvantage of this type of interviewing is that it is time-consuming and that it encourages a large amount of data, which has to be ordered and interpreted, as well as compared with each other.

These interviews covered the following topics:

- The stresses that the respondent is experiencing
- A subjective description of the relationship between the primary caregiver and the adolescent
- A subjective evaluation of the parenting style that has been used
- The perceived role of the father and the mother
- A subjective description of the marital relationship
- An evaluation of whether the parenting style has changed over the years

- A description of the discipline used in the family and an identification of the disciplinarian
- A subjective evaluation of the socializing abilities of the adolescent

4.7 COLLECTION OF DATA

4.7.1 Data gathering procedures

Through the cooperation of the children, staff and parents of a school in the Gauteng area, the names of families meeting these criteria were obtained. The criteria were that subjects for this dissertation be comprised of at least one primary caregiver and one adolescent child between the ages of 14 and 18, and that both live in the same household and that the adolescent had been brought up in that same household, by that same primary caregiver.

Each family was contacted telephonically, the nature of the study was briefly outlined and their participation requested. According to De Vos (1998:258) honesty and candor are important qualities of the researcher and it is necessary to establish a cordial atmosphere of trust with the respondents. An appointment was then made for the researcher to meet with the members concerned, the questionnaire in the form of the HSPQ, as well as the self-test for the parents and the self-concept test were explained and the various tests and the questionnaires as outlined in 4.6 were administered.

A schematic representation of the data gathering procedures

- Contact was made with each family by telephone and the nature of the study was outlined
- A meeting was set up with the adolescent and the primary caregiver
- The HSPQ questionnaire and the Self-concept test were explained to the adolescent and were completed
- The Biographical questionnaire was completed by the primary caregiver
- The self-test for the primary caregiver was explained and was completed

- A separate session was set up for a feedback and the semi-structured interview was conducted with both respondents
- A follow-up telephone call was made a week later to thank the respondents and to establish any emotional after effects

In summary, the adolescent filled in the answer sheet for the HSPQ, which established his personality profile, as well as the ASCS, which assessed the level of his self- concept. The primary caregiver answered the self-test to assess her parenting style. Then both the adolescent and the parent answered the open-ended questions during the individual interviews, which were conducted separately. In this case, the researcher maintained a role of observer as participant, in that there was an attempt to create a friendly atmosphere, to blend in with the setting and to interact in a casual and non-directive manner (De Vos 1998:260). An envelope was provided for each questionnaire and the responses pertaining to each family were then enclosed in a larger envelope. Only christian names appeared on the forms and the questionnaires were further coded into adolescent, mother and father. In this way confidentiality was facilitated.

A follow-up telephone call was made a week later, ostensibly to thank the respondents for their participation, but also to ascertain if there had been any emotional implications after completing the questionnaire and the individual interviews. In the cases where the respondents were left with an emotional after effect, a further meeting was set up in order to deal with these issues.

4.8 BASIC ASSUMPTIONS

It was assumed that the family is one of the major social institutions in the development of emotional intelligence in the adolescent child, and that both parents and children will report accurately on their values and perceptions when they are given an opportunity and are assured anonymity.

In summary then, the items were analyzed qualitatively, in terms of their content and form. The next chapter will present the data as well as an analysis and interpretation of the results.

CHAPTER 5

RESULTS OF THE INVESTIGATION

5.1 INTRODUCTION

This chapter reports the findings related to the empirical study undertaken to examine the role of parents in the development of emotional intelligence in their adolescent children. The perceptions of both the adolescents and their primary caregivers were examined. As described in Chapter 4, five families took part in this investigation. The adolescent youths completed the personality questionnaire and the self-concept test and the primary caretakers completed the self-test on parenting styles as well as a biographical questionnaire. During the feedback of the information to the respondents, a final semi-structured questionnaire was administered which was open ended. This dealt with the contributing role of the respondents with regard to emotional intelligence.

The data collected by means of the High School Personality Questionnaire, The Adolescent Self Concept Scale, The Self-Test of Parenting Styles, The Biographical Questionnaire and the Semi-structured Interview will be analyzed qualitatively. All results will be presented, analyzed and interpreted in this chapter.

5.2 PROFILE OF THE SAMPLE

Tables 5.1 – 5.5 display the demographic data of the sample, from which the profile of the participants in this study are sketched. A total of five families were approached to participate in this research project. These families were contacted individually, subsequent to their identification by various secondary schools as being those that met the criteria of this study. The criteria were that the adolescent youth should be between 14 and 18 years of age and that they should have lived for most if not all of their lives with the primary caregiver. Although 8 families were initially contacted, 3 declined the invitation to participate in the study.

The following section will show the demographic data of the 5 families that made up the sample group, in table form and then a holistic description will be given of the sample group as a whole.

The enthusiastic response from the remaining five families can be attributed to the interest shown by the participants themselves and to the individual manner in which the data was gathered.

The following section will show, in table form, the demographic data of each of the 5 families that made up the sample group. After this, a holistic description will be given of the sample group as a whole.

TABLE 5.1 PROFILE OF FAMILY 1

	Adolescent	Primary caregiver
Length of marriage		10 years
Age of caregiver		38 years
Gender of caregiver		Female
Age of adolescent	16 years	
Birth order	First born	
School attended	Private	
Grade level	Grade 10	

TABLE 5.2 PROFILE OF FAMILY 2

	Adolescent	Primary caregiver
Length of marriage		19 years
Age of caregiver		38 years
Gender of caregiver		Female
Age of adolescent	17 years	
Birth order	First born	
School attended	Government	
Grade level	Grade 11	

TABLE 5.3 PROFILE OF FAMILY 3

	Adolescent	Primary caregiver
Length of marriage		15 years
Age of caregiver		34 years
Gender of caregiver		Female
Age of adolescent	14 years	
Birth order	First born	
School attended	Government	
Grade level	Grade 8	

TABLE 5.4 PROFILE OF FAMILY 4

	Adolescent	Primary caregiver
Length of marriage		22 years
Age of caregiver		47 years
Gender of caregiver		Female
Age of adolescent	18 years	
Birth order	Second born	
School attended	Government	
Grade level	Grade 12	

TABLE 5.5 PROFILE OF FAMILY 5

	Adolescent	Primary caregiver
Length of marriage		22 years
Age of caregiver		46 years
Gender of caregiver		Female
Age of adolescent	14 years	
Birth order	Second born	
School attended	Private	
Grade level	Grade 8	

Four of the families in the study were intact families, meaning that the parents were not divorced. In one case there had been a divorce 10 years previously but the mother had remarried when her son, who participated in this study, was still a young boy. This adolescent youth has lived with the primary caregiver, in this case his mother, for all of his life. All of the primary caregivers in this study happened to be the mothers and these women therefore answered the questionnaire on parenting styles.

The age of the caregivers in the sample ranged from 30 to 47 years of age. The adolescents in the sample ranged between 14 – 18 years of age with one at each end of the scale and three in the middle. There were 3 boys and 2 girls in the sample. Of the group, 3 were first born and 2 were second born children. None of this sample group was an only child and therefore each one had sibling/s. Three of the 5 adolescents attend government schools and the other 2 attend private schools. The adolescents range between Grade 8 and Grade 12 in terms of their grade level.

5.3 DESCRIPTIVE DATA OF EACH FAMILY

For the purposes of confidentiality, the names of the participants have not been used. Instead, the participants have been referred to as Mother 1 and Father 1 and Adolescent 1 from family 1. The participants from family 2 will be referred to as Mother 2 and Father 2 and Adolescent 2 and so on for each family.

5.3.1 Family Number 1

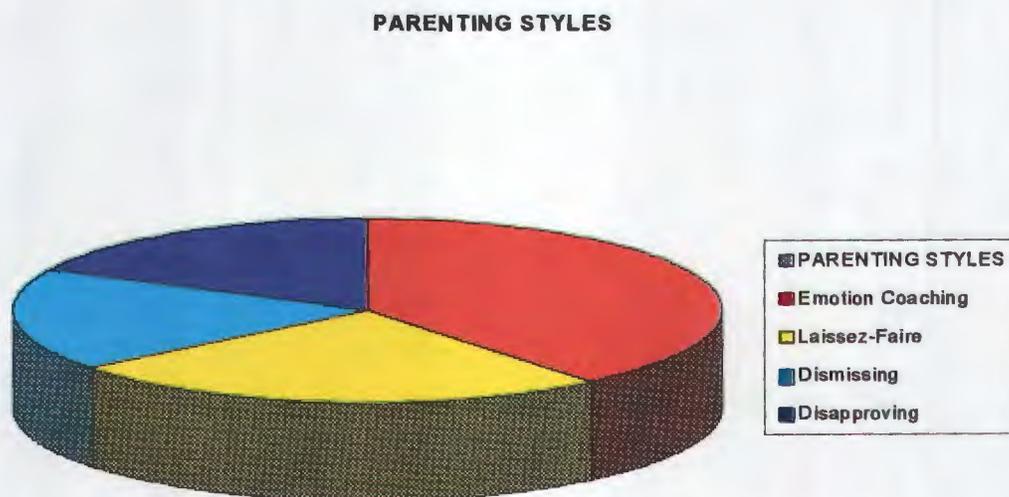
Mother 1 and Father 1 have been married for 10 years. Previous to that Mother 1 was married to Adolescent 1's biological father. Adolescent 1 is now 16 years of age and has lived with his mother throughout his life. His biological father lives in another city and Adolescent 1 spends the occasional holiday with him. Mother 1 has subsequently had two more sons with her present husband. These boys are 7 and 2 years of age respectively. She is currently pregnant

with her fourth son who is due in February 2001. When Adolescent 1 was a small baby, Mother 1 worked full time and her mother looked after Adolescent 1 during the day. However, since marrying Father 1, she has been a 'full time Mom'. Adolescent 1 is currently in Grade 10 at a private school.

Mother 1 answered the self-test questionnaire on parenting styles (discussed in Chapter 4). Her husband is not the biological father of Adolescent 1 and therefore declined to become involved in this study. Mother 1 scored the following:

- Emotion coaching parenting style – 95%
- Laissez faire parenting style – 60%
- Dismissing parenting style – 44%
- Disapproving parenting style – 43%

FIGURE 5.1 PIE GRAPH OF PARENTING STYLES FOR MOTHER 1



Mother 1's highest score was that of an emotion coach. This means that Mother 1 tends to guide her children through the world of emotions, teaching them how to regulate their feelings, problem solve and to find appropriate outlets for their feelings. According to the literature, (Gottman 1997:63) these parents are strongly aware of their own emotions and are not afraid to show these emotions around their children. Because of this, these children may feel more

emotionally connected with their parents, achieve well at school, experience good health and peer relationships. With the development of emotional intelligence, it is posited that they are well prepared to handle the risks and challenges of life.

Because Mother 1's scores were also relatively high in the Laissez-faire parenting style, a short synopsis of the benefits and pitfalls of this style may be relevant. These parents tend to be extremely empathetic with regard to their children's emotions, but seem unable or unwilling to handle negative emotion and to teach their children how to learn from emotional experiences. In fact, the tendency seems to be to allow the children to express emotion inappropriately or uncontrollably. The consensus is that children who are brought up predominantly with this style of parenting, are lacking in emotional intelligence and are unequipped to deal with the future effectively.

Although Mother 1 obviously uses the emotion coaching style predominantly (95%), she may vacillate between that and the laissez-faire style (60%), which may have both positive and negative effects on Adolescent 1. However, although these two styles are very different in their applications, the emotion coaching style is still quite dominant, being 35% more in use. The effects of this may outweigh the negative effects of the dismissing style.

5.3.1.1 Adolescent 1's results on the High School Personality Questionnaire

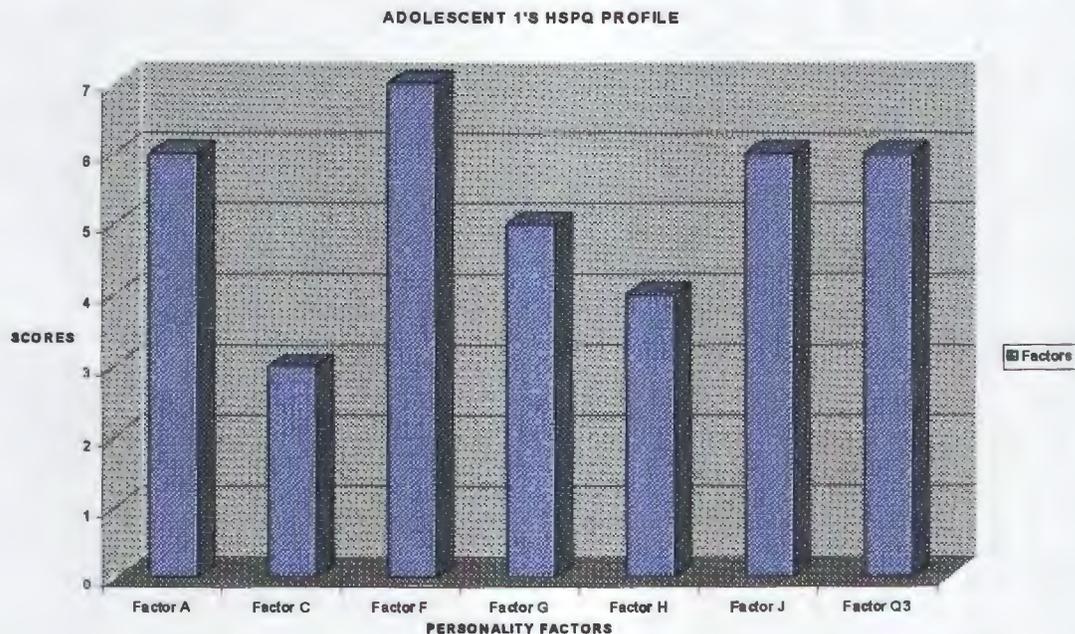
This test deals with important personality dimensions about which insightful psychological conclusions can be drawn. Seven of these factors have been highlighted as relating to aspects of emotional intelligence and these will be discussed in relation to Adolescent 1's personality profile. These are:

- Factor A (reserved / outgoing)
- Factor C (emotional instability / emotional stability)
- Factor F (soberness / carefreeness)
- Factor G (opportunistic / conscientiousness)
- Factor H (shyness / social boldness)

- Factor J (zestfulness / individualism)
- Factor Q3 (lack of control / self control)

The psychological meaning of the factors is presented as a bi-polar continuum, and the two extreme poles of the continuum are described as follows: A high score (8-10) corresponds to the description given on the right hand side, and a low score (1-3) corresponds to the description given on the left hand side. The reader should guard against assuming that high scores are 'good' and low scores are 'bad'. According to the performance and purpose being considered, either a high or a low score may be advantageous. This information will not be repeated for each family and the reader is requested to refer to family 1 for the above information if necessary. In the following graph, the blue blocks indicate lowered emotional intelligence.

FIGURE 5.2 A GRAPH TO SHOW ADOLESCENT 1'S HSPQ PROFILE



There were no factors that indicate high emotional intelligence in Adolescent 1's profile

The factors in Adolescent 1's profile that indicate lowered emotional intelligence

An average Factor A score (6) (reserved / outgoing). This indicates that Adolescent 1 falls within the upper limits of the average range of this factor and as such cannot be categorized at either end of the continuum. This infers that Adolescent 1 is not excessively reserved, detached, aloof, distrustful or rigid, nor is he warm-hearted, participating, outgoing, co-operative, adaptable and carefree. He does not tend to reveal his emotions easily or show tolerance for other people. He may also be less accommodating and more serious and may experience difficulties working directly with people. Adolescent 1 may find it difficult to communicate easily with people.

With regard to emotional intelligence, a high score in this factor is preferable, as it represents an outgoing, sociable, warm-hearted and adaptable personality. This personality type should be able to appraise the emotional state of another person correctly, be better able to communicate and label emotions and to put structures into place to make change possible. In this regard, Adolescent 1 shows a lowered emotional intelligence.

A low factor C score (3). This indicates that Adolescent 1 is influenced by his emotions and tends towards being emotionally unstable. Because of his low ability to control his emotions and to be able to find satisfying and realistic ways of expressing his emotions, Adolescent 1 may become easily angered and often dissatisfied with his family and his school. He may suffer from vague health disturbances as well as possible digestive and sleep disturbances.

In terms of emotional intelligence, a high factor C is required, which represents the level of dynamic interaction as well as personal and interpersonal facets, emotional control, stability and the ability to handle frustration appropriately. A high score in this factor indicates an ego strength and emotional stability. Because Adolescent 1's score on this factor was low, it may be inferred that he is low in emotional intelligence.

A low factor Q3 score (3). A low score in this factor indicates a disregard for social rules and possible uncontrolled and impulsive emotionality. This person

has a tendency to follow his own urges and to express anxiety, uncertainty and irritability.

With regard to emotional intelligence, a high score in this factor would be expected. This factor indicates how the individual experiences self-sentiment, has an integrated self image and lives according to internalized societal rules. A high score in this factor would show self-worth and self-control and would reflect the person's ability to convert anxiety to useful behavior. Adolescent 1's score on this factor was low, indicating possible lowered emotional intelligence.

A moderately high factor F score (7) (care-freeness / soberness). A moderately high score in this factor indicates a moderately enthusiastic and happy-go-lucky person, who can be enthusiastic, carefree and cheerful at times. It is an important factor in extroversion and it appears as if the environment is extremely influential in producing a high factor F score. People with a high factor F score are able to show initiative and to express emotion. With a moderate score, it is possible that Adolescent 1 may experience this at times, but it may not be a permanent aspect of his behavior. It appears that a high factor F score results from carefree attitudes that may have been learned in a safe and indulgent family, where few exacting expectations were made and where there was an abundance of optimism. It may be posited that Adolescent 1 did not come from this type of family system.

With regard to emotional intelligence, a high factor score is indicated, as this personality should be able to appraise emotions in themselves and others, be able to label emotions effectively and communicate them, as well as to put strategies into place to make a difference. This is an important factor in extroversion and this personality has an ability to express his emotions effectively. In this regard, Adolescent 1's score of 7 is not quite high enough (8-10) and therefore he may show moderate emotional intelligence.

An average factor G score (5) (low ego strength / high ego strength). Adolescent 1 scored at an average level on this factor score. This indicates that he is at neither pole. This means that he is neither opportunistic, self indulgent,

undependable and indolent, nor persevering, morally concerned, responsible and conscientious.

With regard to emotional intelligence, a high factor score is indicated in that this personality type has an high ego strength and can be consistent, persevering, emotionally disciplined and concerned about moral standards. Due to this, this personality should be able to appraise emotions effectively in themselves and others, be able to label them correctly and communicate them, as well as to put structures into place to deal with them appropriately. Adolescent 1 received an average score for this personality factor and therefore shows low emotional intelligence.

A low factor H score (4) (shyness). This indicates that Adolescent 1 is more shy and reserved and may feel threatened quite easily. He may tend to be emotionally cautious and to find it difficult to express his emotions easily. He may prefer a few close friends to large groups and may be afraid of new situations.

With regard to emotional intelligence, a high score is indicated (around 7-8) but a very high score (9-10) may indicate insensitivity towards others and social ineptitude. A moderately high score relates to the ability and courage to overcome challenges and a dynamic kindness. In this regard, Adolescent 1's score was low and indicates lowered emotional intelligence.

An average factor J score (6) (zestfulness / individualism). This means that Adolescent 1 does not fall at either end of the continuum. He is therefore neither individualistic, meticulous, guarded, lacking in concentration and coldly evaluating, nor does he have a zest for life, enjoy group activities and attention and sink himself into group activities.

With regard to emotional intelligence, a low score on this personality factor would be preferable as it indicates a person who fits in easily with a group, who can be a good leader as well as a follower at times and is able to adapt to

circumstances. Due to the fact that Adolescent 1 falls within the upper limits of the average range, he shows lowered emotional intelligence in this regard.

Of the seven factors that have been selected as representing emotional intelligence, Adolescent 1's scores do not concur with any of the factors. This implies that his emotional intelligence is generally lowered.

2nd Order Factors

The second order factors to be discussed are anxiety and extroversion. These second-order factors indicate an association between certain of the primary factors, and indicate broader or more basic concepts for describing personality.

The factors that contribute to the anxiety second order factor score are:

Low C, High D, Low G, Low H, High O, Low Q3 and High Q4.

The following calculation was completed to get an anxiety score:

$$[(11-C) + D + (11-G) + (11-H) + O + (11-Q3) + Q4] / 7$$

Adolescent 1's scores:

$$[(11-3) + 6 + (11-5) + (11-4) + 8 + (11-3) + 8] / 7$$

$$= 51/7$$

$$= 7,2 \text{ (high anxiety)}$$

According to Visser et al (1992:39) the interpretation of the anxiety score relates to the Freudian theory of 'transference neurosis', which means that when a weak ego (low C), is confronted with high tension (high Q4), the superego is then threatened and guilt feelings occur (high O) which result in anxiety. Factor C is an important component of the anxiety score and a low C score indicates

that there is personality disintegration, which could stand in the way of successful adjustment. It is further stated (Visser et al 1992:39) that a high anxiety score is the most important indication of psychopathology on the HSPQ. The factors that contribute to the extroversion score:

High A, High F, High H, Low J, and Low Q2.

The following calculation was completed to get an extroversion score:

$$A + F + H + (11-J) + (11-Q2) / 5$$

Adolescent 1's scores:

$$6 + 7 + 4 + (11-6) + (11-6) / 5$$

$$= 27 / 5$$

= 5,4 (tendency towards introversion although this score is fairly well balanced between extroversion and introversion).

It appears from the second order factors that Adolescent 1 experiences high anxiety levels and a moderate extroversion score. With regard to emotional intelligence, a low anxiety score would indicate good ego integration and adjustment and a moderately high extroversion score would indicate an outgoing person who enjoys social interaction. Therefore, in terms of emotional intelligence, Adolescent 1 shows a low score.

5.3.1.2 *The Adolescent Self Concept Scale*

This scale was developed in order to gauge the nature of the self-concept of adolescent youth. This is an important concept for the purposes of this study, as the self-concept forms a part of the emotional intelligence of the individual and has been spoken of at length in section 3, under the heading of self-esteem. It appears as if the knowledge about the self has practical value as

- *Acceptance.* Adolescent 1 scored below average in how he accepts the physical self and well below average in his acceptance of his personal self as well as his self in relation to his family and relatives. His acceptance of himself in relation to the social community is average whilst his acceptance of values is below average. This indicates that Adolescent 1 is generally non-accepting of his personal self.
- *Behavior.* Adolescent 1's behavior in terms of the physical self and the self in relation to family and relatives is well below average whilst his behavior in terms of the personal self and values is below average. His behavior in relation to the social community is extremely low and may indicate anti-social tendencies. In general, the above indicates that Adolescent 1's outward manifestation of his feelings about the self in relation to his world is generally low and indicates withdrawal tendencies. This would concur with the results of the extroversion score of the second order factors of the HSPQ. This score indicated an average extroversion score.
- *Self-criticism.* Adolescent 1 scored 90% for self-criticism, indicating that he can be extremely critical of the self and this may impact negatively on his self-concept. It may be more positive if he could be more self-accepting.

In terms of emotional intelligence, a high score in terms of each of the subsections would be desirable. This would indicate an above average identity, acceptance and behavior in terms of the physical self, the personal self, family and relatives, the social community and values – in short, the self-concept. In Adolescent 1's case, he exhibits emotional intelligence in terms of identity of the physical self, the personal self, family and relatives and the social community. However, in both acceptance and behavior in terms of all the aspects of the self, Adolescent 1 exhibits lowered emotional intelligence, in that all of his scores are below average or well below average.

5.3.1.3 *Semi-structured interview with the primary caregiver and adolescent*

The purpose of this interview was to present open ended questions to the respondents, in order to evaluate if their conscious thoughts on the components of emotional intelligence, as well as their perceptions about emotional intelligence, complemented or opposed the results of their tests and questionnaires on emotional intelligence. Both the primary caregiver and the adolescent were given the option to attend the interview together or separately. Of the 5 families, 4 opted to respond to the interview separately and 1 opted for a joint interview.

Question 1. How do you communicate your emotions within the family?

Primary Caregiver: "I tend to try to control my emotion if it is sadness but show my anger. On the whole I guess I tend to show my emotion."

Adolescent: "I do not show my emotions. I feel frustrated when I do and the response is negative and then I withdraw. I tend to wrestle with the emotion personally, perfect my argument and then I try to fight from that perspective."

Question 2. In what way do you feel your primary caregiver/adolescent is empathetic to your emotion?

Primary Caregiver: "Adolescent 1 seems to know instinctively what I am feeling, but he withdraws and does not attempt to help me or to deal with it."

Adolescent: " My mother does a good job of being empathetic and is very fair."

Question 3. Can you describe how you perceive your primary caregiver/adolescent to deal with their emotions?

Primary Caregiver: "Adolescent 1 tends to withdraw and appears not to deal with his emotions at all. He does show his anger in temper outbursts."

Adolescent: " My mother deals with her emotions well but becomes anxious if what she wants to resolve is not resolved."

Question 4. What changes, if any, would you like to occur within your family, in relation to the expression and communication of emotion?

Primary Caregiver: " It would be easier if Adolescent 1 could talk about how he feels and not just experience these outbursts of rage. He obviously feels things very deeply."

Adolescent: " I feel my mother handles things okay, but I always go through her to communicate with Father 1. I guess I would have to change my attitude towards him if I wanted things to be different."

Question 5: If I were to describe emotional intelligence as: the ability to be aware of your own and other peoples emotions; to be able to label them correctly and communicate them; to be able to put strategies in place to deal with them, how would you rate yourself and your adolescent?

Primary Caregiver: " Adolescent 1 may recognize emotion in himself and others, but does not deal with it well. He may feel he is dealing with it himself but it is not working for the family. I feel that I know myself well, am able to recognize emotions in myself and others and try to help them to deal with issues. I am able to acknowledge when I need help but I feel I am not always able to put strategies into place to help Adolescent 1."

Adolescent: "I would rate myself quite highly, particularly in the strategies I formulate to deal with the emotions and the ability to recognize the emotions in myself and in others. I am not as able as the other members of my family to communicate my feelings and to deal with them."

Question 6. How have you experienced the testing and the feedback?

Primary Caregiver: " It has been a great experience and has helped me look at emotional issues from a different perspective. I would love to continue in this vein as I think it has given Adolescent 1 and me a better understanding of each other."

Adolescent: “ I enjoyed the tests and they really made me think about myself in a different way. It has been a good experience and I would like to do more to improve how I deal with my emotions.”

With regard to emotional intelligence, it appears as if both the respondents are aware of their strengths and weaknesses in relation to emotional intelligence. The interview was in accordance with Mother 1's scores on the parenting test, in that she scored highest for emotional intelligence (95%). She is therefore able to appraise emotions correctly in both herself and others, communicate her emotions and label them correctly and is aware that she is not always able to put strategies into place to create a difference. From Adolescent 1's perspective, he is aware that he is extremely sensitive to the emotions of others and himself but feels unable to deal with them effectively and tends to avoid issues and to withdraw or to lash out uncontrollably. This is consonant with his test results, which generally showed a lowered emotional intelligence and a lowered self-concept.

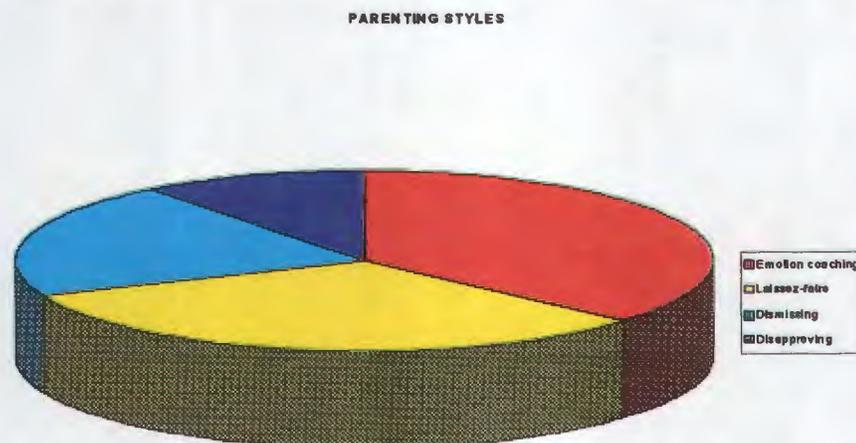
It is interesting to note that Adolescent 1's emotional intelligence is generally low, even though his primary caregiver, Mother 1, scored highest as an emotion coach (95%) in her parenting style. Although she also scored at an above average level in the laissez-faire parenting style (60%), there is still a 35% difference, which indicates that she uses the emotion coaching style predominantly. Adolescent 1 did not display any of the personality factors that were selected to indicate emotional intelligence. Where high anxiety on the second order factors of the HSPQ tends to indicate low intelligence, Adolescent 1 has a high score. With regard to extroversion, his score is very average, indicating moderate emotional intelligence. His self-concept is low. In terms of his identity, he has an above average concept of all the different aspects of the self (the physical self, the personal self, family and relations, the social community and his value system), whilst he appears to be non -accepting of these same aspects of the self. His behavior tends towards withdrawal and anti-social behavior and he is extremely self critical (90%), which may indicate too much self-awareness and negativity.

5.3.2 Family number 2

For the purposes of confidentiality, the names of the participants have not been used, as has been outlined in 5.3. Mother 2 and Father 2 have been married for 19 years. They have 2 daughters, Adolescent 2 aged 17 years and a sibling aged 12 years. Mother 2 has been a full-time mother for most of the children's lives but has worked sporadically, on a part-time basis during the mornings as a bookkeeper. Mother 2 answered the self-test questions on parenting styles (the questionnaire on parenting styles may be found in the appendix). She is the primary caregiver and described her husband's relationship with the children as 'distant'. Mother 2 scored the following:

- Emotion coaching parenting style – 91%
- Laissez faire parenting style – 80%
- Dismissing parenting style – 52%
- Disapproving parenting style – 26%

FIGURE 5.3 PIE GRAPH OF PARENTING STYLES FOR MOTHER 2



Mother 2's highest score was that of an emotion coach. This means that Mother 2 tends to guide her children through the world of emotions, teaching them how to regulate their feelings, problem solve and to find appropriate outlets for their emotions. According to the literature (Gottman 1997:63), these

parents are strongly aware of their own emotions and are not afraid to show these emotions around their children. Because of this, these children may feel more emotionally connected with their parents, achieve well at school, experience good health and enjoy good peer relationships. With the development of emotional intelligence, it is posited that they are well prepared to handle the risks and challenges of life.

Because Mother 2's scores were very high in the laissez-faire parenting style as well, a short synopsis of the benefits and pitfalls of this style may be relevant. These parents tend to be extremely empathetic with regard to their children's/adolescents emotions, but seem unable or unwilling to handle negative emotion and to teach their children/adolescents how to learn from emotional experiences. In fact, the tendency seems to be to allow the adolescents to express emotion inappropriately or uncontrollably. The consensus is that adolescents who are brought up predominantly with this style of parenting, are lacking in emotional intelligence and are unequipped to deal with the future effectively.

Although Mother 2 obviously uses the emotion coaching style predominantly (91%), she also scored very high in the laissez-faire parenting style (80%). As such she may vacillate between both styles, which may have both positive and negative effects on Adolescent 2.

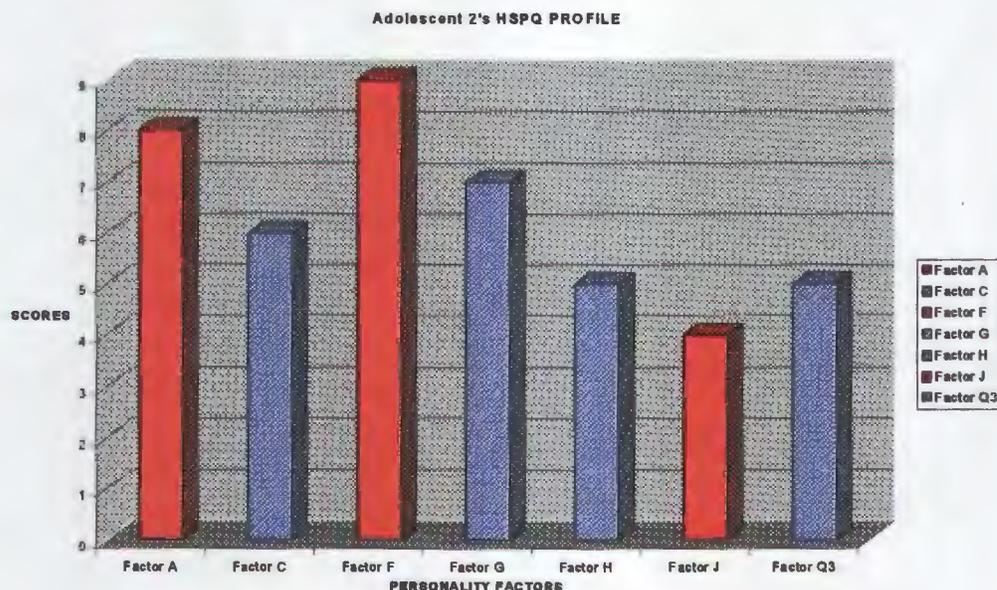
Because Mother 2 scored above 50% on the dismissing style of parenting, it is posited that she may also use this parenting style, albeit sparingly, with her children. According to Gottman (1997:50), this type of parent tends to use distraction to shut down the child's emotions and the main purpose is to help the negative emotions to disappear quickly. The parent may feel uncomfortable, anxious, annoyed, hurt or even overwhelmed by the feelings of the child and may feel uncertain about how to deal with the child's emotions. There may be a belief that the child's negative emotions reflect badly on the parent and as such the emotions may be minimized. The child may therefore learn that his feelings are wrong or not valid and he may experience difficulty regulating his own emotions.

Due to the fact that Mother 2 has scored at an above average level for three out of the four parenting styles, it is possible that there is some confusion in relation to using the different styles simultaneously. Each parenting style is so different and the effects on the child are so varied, that to use three styles at once may result in different messages. The two styles that she tends to use most often, are the emotion coaching style (91%), and the laissez-faire parenting style (80%). Although these are quite different in their applications, the emotion coaching style is still dominant, being 11% more in use. The effects of this may outweigh the negative effects of the laissez-faire parenting style.

5.3.2.1 Adolescent 2's results on the High School Personality Questionnaire (HSPQ)

This test deals with important personality dimensions about which insightful psychological conclusions may be drawn. Seven of these factors have been highlighted as relating to aspects of emotional intelligence, and these will be discussed in relation to Adolescent 2's personality profile. In the following graph, the red blocks indicate above average or well-developed emotional intelligence for Adolescent 2 and the blue blocks indicate lowered emotional intelligence.

FIGURE 5.4 ADOLESCENT 2'S HSPQ TEST PROFILE



The factors in Adolescent 2's profile that indicate high emotional intelligence.

A high Factor A score (8). This indicates that Adolescent 2 tends to be warm-hearted and outgoing and enjoys participating in group situations. She may have a tendency to reveal her emotions and to be tolerant of and interested in people. With regard to her personal relationships, she tends to be more impulsive and generous, but may not be that dependable in long-term commitments, or promises and obligations. A high score in this factor indicates a correlation with a carefree home environment.

With regard to emotional intelligence, a high score in this factor would be expected. These persons tend to fit in well with their social worlds and are trustful, adaptable and accommodating. They tend to laugh easily and are good-natured, carefree and uncritical. In this case, Adolescent 2's score shows good emotional intelligence.

A high factor F score (9)(carefreeness). This factor is an important component of extroversion. This could indicate that Adolescent 2 tends to be enthusiastic, to show initiative, to show emotions, to enjoy change and to do

things in a quick and carefree way. There may be some impulsivity present, and she may tend to be less thorough. These carefree attitudes may have been learnt in a safe and indulgent family, where few exacting expectations were made, and where the environment inculcated optimism. In Adolescent 2's case, this appears to correlate with the results of the self-test on parenting styles. The maternal figure who completed this self-test, received a score of 80% as a laissez-faire type of parent. This may relate to a less demanding style of parenting.

With regard to emotional intelligence, a high factor score would be expected, as this person would tend towards an ability to express his emotions. It is interesting to note that oldest children often experience lower scores in this factor due to a greater sense of responsibility and more contact with adults.

This is not the case with Adolescent 2, who is the oldest child in the family and who obtained a high score in this factor. This may be attributable to the parenting style, which is predominantly that of an emotion coach (91%), and with a very high laissez-faire parenting style (80%). Adolescent 2's high score in this factor shows good emotional intelligence.

A low factor J score (4) (zestfulness). This indicates that Adolescent 2 may fit in easily with a group and has an active zest for life. She could be a good leader, but may also be a follower at times. She may enjoy attention and may be able to adapt to circumstances easily.

With regard to emotional intelligence, a low score on this factor would be advantageous, as it indicates a person who fits in easily with a group, who can be a good leader as well as a follower at times and is able to adapt to circumstances. Because Adolescent 2 falls within the low range on this factor, it shows that she has good emotional intelligence.

The factors in Adolescent 2's profile that indicate low emotional intelligence.

An average factor C score (6) (emotional stability). Because this score falls within the upper limits of the average range (4 – 7), it is expected that Adolescent 2 may be moderately emotionally stable and mature, as well as to be able to behave in an adult and rational manner. There seems to be a positive correlation between high C scores and leadership qualities and again, this may indicate that Adolescent 2 has moderate leadership qualities. This concurs with the previous score (low J) in that she may be able to be a leader as well as to be a follower.

With regard to emotional intelligence, this factor indicates the level of an individual's dynamic interaction, of interpersonal and personal facets, of emotional control and the ability to handle frustration (Visser et al 1992:25). In relation to Adolescent 2, it appears that she has achieved in the upper limits of the average range. However, her score in this factor falls short of the requirement for emotional intelligence (8-10), which infers that she has lowered emotional intelligence in this factor.

An average factor H (5) (shyness/social boldness). Adolescent 2's score falls directly between these two poles. An average score on this factor may indicate that Adolescent 2 is neither particularly shy, reserved, emotionally cautious and rule bound, nor particularly carefree, participating, impulsive or friendly.

With regard to emotional intelligence, factor H is considered to be temperamental in nature and associated with a person's autonomic reaction to situations (Visser et al 1992:29). A moderately high score (7-8) is indicated, but a very high score may indicate insensitivity towards others and social ineptitude. A moderately high score relates to the ability to overcome challenges and a dynamic kindness. In this regard, Adolescent 2's score was too low to qualify and shows lowered emotional intelligence.

An above average factor G score (7) (conscientious). This indicates that Adolescent 2 is leaning towards the conscientious pole (7), but her score is not quite high enough to fit the requirements for emotional intelligence (8-10). However, it seems that she may be moderately persevering, responsible, emotionally disciplined and concerned about moral standards and rules. This trait is extremely subject to motivational distortion in that conscientious people, who make high demands on themselves, are not always able to give themselves full credit. Therefore, those who do not comply with society's norms, may have very low scores despite being organized and persevering within their own frame of reference.

With regard to emotional intelligence, a high factor score is indicated, in that this personality type has a high ego strength and can be consistent, persevering, emotionally disciplined and concerned about moral standards. Because of this, it is likely that this personality type may be able to appraise emotions effectively in themselves and others, be able to label and communicate them correctly, as well as to put structures into place to deal with them effectively. Adolescent 2 received a score bordering on the required score and therefore shows moderate emotional intelligence.

An average factor Q3 score (5) (high self sentiment integration /high self sentiment integration. Adolescent 2 scored at an average level for this factor, which indicates that she falls between the two poles of self control, ambitiousness and conscientiousness on the one extreme and lack of self control and a disregard for social rules at the other extreme. A high Q3 score is an important component of leadership as well as success in school and indicates stability and purposefulness.

With regard to emotional intelligence, a high score in this personality factor is required as it indicates the extent to which the individual experiences self sentiment, how integrated his self image is and whether he is capable of living according to internalized societal rules. A high score would also measure the extent to which the individual is able to convert anxiety into useful behavior,

rather than to act in a disorganized fashion. In this regard, Adolescent 2's score was too low and she therefore shows a lowered emotional intelligence.

2nd Order Factors

As discussed in 5.3.1.1 the second order factors to be discussed, are anxiety and extroversion. These second order factors indicate an association between certain of the primary factors and indicate broader or more basic concepts for describing personality.

The factors that contribute to the anxiety second order factor score are:

Low C, High D, Low G, Low H, High O, Low Q3 and High Q4.

The following calculation was used to get an anxiety score:

$$[(11-C) + D + (11-G) + (11-H) + O + (11-Q3) + Q4] / 7$$

Adolescent 2's scores:

$$[(11-6) + 7 + (11-7) + (11-5) + 4 + (11-5) + 6] / 7$$

$$= 38/7$$

$$= 5.4 \text{ (Average Anxiety)}$$

According to Visser et al (1992:39), the interpretation of the anxiety score relates to the Freudian theory of 'transference neurosis', which means that when a weak ego (low C), is confronted with high tension (high Q4), the superego is then threatened and guilt feelings occur (high O), which result in anxiety. In Adolescent 2's case, her Factor C score was not low (6), and her tension factor score is average (6) and therefore she does not suffer excessively from guilt feelings (low O) and her anxiety score is within the average range. With regard to emotional intelligence, it is posited by the researcher that an average to low anxiety score would be expected. In this

case, Adolescent 2's score concurs with this expectation and it therefore shows good emotional intelligence.

The factors that contribute to the extroversion score:

High A, High F, High H, Low J and Low Q2.

The following calculation was used to arrive at an extroversion score:

$$A + F + H + (11-J) + (11-Q2) / 5$$

Adolescent 2's scores were :

$$8 + 8 + 5 + (11-4) + (11-3) / 5$$

$$= 37 / 5$$

$$= 7,4 \text{ (a tendency towards outgoing and extroverted behavior)}$$

It appears from the second order factors that Adolescent 2 experiences moderate anxiety levels and high extroversion tendencies. With regard to emotional intelligence, a low to moderate anxiety score would indicate good ego integration and adjustment, whilst a moderately high extroversion score would indicate an outgoing person who enjoys social interaction. It appears from these scores that Adolescent 2 exhibits good emotional intelligence.

5.3.2.2 *The Adolescent Self Concept Scale*

The psychometric features as well as the reliability coefficients of the self-concept scale have been discussed for family 1 and will not be discussed again for subsequent families.

**TABLE 5.7 GROUPS OF ITEMS AT EACH DIMENSION OF THE SELF
CONCEPT TEST AND HOW ADOLESCENT 2 SCORED**

Subtests with subsections

Items in which Adolescent 5 scored positively according to the self-concept inventory

A. Physical self

Identity	1,	7,	13,	-,	25,	-	(4 out of 6 = 66%)
Acceptance	-,	42,	48,	54,	59,	64	(5 out of 6 = 83%)
Behavior	70,	75,	-,	-,	94,	-	(5 out of 6 = 50%)

B. Personal self

Identity	-,	78,	82,	2,	8,	-	(4 out of 6 = 66%)
Acceptance	-,	20,	26,	32,	-,	-	(3 out of 6 = 50%)
Behavior	55,	-,	65,	71,	76,	-	(4 out of 6 = 66%)

C. The self in relation to family and relatives

Identity	77,	-,	85,	63,	69,	73	(5 out of 6 = 83%)
Acceptance	3,	-,	15,	21,	-33		(4 out of 6 = 66%)
Behavior	-	,	89,	-,	56,	-,	66 (3 out of 6 = 50%)

D. The self in relation to the social community

Identity	62,	68,	72,	-,	-,	58	(4 out of 6 = 66%)
Acceptance	87,	90,	-,	4,	10,	16	(5 out of 6 = 83%)
Behavior	22,	28,	34,	-,	45,	51	(5 out of 6 = 83%)

E The self in relation to
Values

Identity	46,	-,	-,	86,	44	-	(3 out of 6 = 50%)
Acceptance	92	,96,	-,	-,	-,	9	(3 out of 6 = 50%)
Behavior	5,	11,	17,	-,	29,	-	(4 out of 6 = 66%)

F. Self criticism 79, 74, 67, 41, 36, 30, 24, 6, 12, 18
(10 out of 10 = 100%)

Adolescent 2 scored 69 out of 100, which gave her a stanine of 5. This indicates a medium self-concept.

Interpretation of the subsections of the subtests

- *Identity.* Adolescent 2 scored positively in terms of identity for the physical self, the personal self, family and relatives, the social community and values. In all aspects of identity, her concept of herself is good.
- *Acceptance.* Adolescent 2 scored well above average in her acceptance of her physical self and herself in relation to the community. She scored at an average level for her acceptance of her personal self and values, her acceptance of herself in relation to her family and relatives as well as her values. This indicates that Adolescent 2 is very accepting of the different aspects of herself.
- *Behavior.* Adolescent 2 scored well above average in her behavior in relation to the social community as well as at an average level for her behavior related to her physical self, her personal self, her family and

relatives and her value system. This indicates that Adolescent 2's behavior in relation to the different aspects of the self is generally consonant with her feelings.

- *Self-criticism.* Adolescent 2 scored 100% for self-criticism, indicating that she can be excessively critical of the self and this may impact negatively on her self-concept. It may be more positive if she could be more self-accepting.

In terms of emotional intelligence, a high score would be desirable in each of the subsections. This would indicate an above average identity, acceptance and behavior in terms of the physical self, the personal self, family and relatives, the social community and values – in short, the self-concept. In Adolescent 2's case, she exhibits emotional intelligence in terms of identity in terms of the physical self, the personal self, family and relatives, the social community and values. She also scored at an average and above average level in terms of her acceptance of herself in all areas, indicating that she is very accepting of herself. With regard to her behavior, she scored at an average and above average level in all aspects, thus showing that her behavior is generally consonant with her feelings. Therefore, the above indicates that Adolescent 2 shows good emotional intelligence in all aspects of this test.

5.3.2.3 A semi-structured interview with the primary caregiver and the adolescent

The purpose of this interview was to present open ended questions to the respondents, in order to evaluate if their conscious thoughts on the subject of emotional intelligence, complemented or opposed the results of their tests and questionnaires on emotional intelligence.

Question 1. How do you communicate your emotions within the family?

Primary Caregiver: "I tend to express my emotions and to attempt to defend them."

Adolescent: "I get defensive. I show my feelings, but if I let my emotions out with my Mom, then we fight. I often feel that she doesn't respect my feelings then."

Question 2. In what way do you feel your primary caregiver/adolescent is empathetic to your emotions?

Primary Caregiver: "I think Adolescent 2 is often very empathetic about my emotions, but she does not always act or do something about it. She is a sensitive girl and very aware of what is going on around her."

Adolescent: "Mom tends to say that I exaggerate my emotions and it seems as though she can't really understand how I am feeling. She tends to minimize my emotions and tease me about them sometimes, especially about guys. But when I am really stressed, then the family are more empathetic."

Question 3. Can you describe how you perceive your primary caregiver/adolescent to deal with her/his emotions?

Primary Caregiver: "Adolescent 2 does not express her anger very easily and sadness is something we all hate and try to make go away...to make it better. I perceive myself as having to initiate the problem and acknowledge Adolescent 2's feelings, before she will open up to me. "

Adolescent: "Mom does not confront things or emotions and tends to give up too easily. She always tries to make things better and does not allow the emotion to really get going. It's as if she is afraid of what will happen next. Dad does not show emotions at all and although he tends to lash out at times, he does not really confront his emotions or ours."

Question 4. What changes, if any, would you like to occur within your family in relation to the expression and communication of emotions?

Primary Caregiver: "I would like to have to initiate things less and that my children would be able to express their feelings more openly and to empathize more."

Adolescent: “ I would like my parents to be able to communicate better. Mom thinks that I don’t tell her everything and we seem to have so many misunderstandings about different things. I would love that to be better. I would like her to understand how I really feel.”

Question 5. If I were to describe emotional intelligence as: the ability to be aware of your own emotions and other people’s emotions; to be able to label them correctly and communicate them; to be able to put strategies into place to deal with them, how would you rate yourself and your primary caregiver/adolescent?

Primary Caregiver: “I feel that I am aware of my own emotions and those of others, that I am able to label them correctly and communicate them and that I can do something appropriate to make them go away. I feel that Adolescent 2 is also very aware of her own emotions and those of others and is able to label them and communicate them, as well as using some strategy to make a difference.”

Adolescent: “I feel that I am aware of my own and other people’s emotions and that I can usually label them correctly and do something about them ...even if it is only to sulk and to cry. Mom tends to get moody and to cry and Dad gets into a fury and then it disappears.”

Question 6. How have you experienced the testing and the feedback?

Primary Caregiver: The testing was great but I found the feedback quite threatening and scary. I felt quite exposed and it has left me feeling a little unsettled. I also learnt a lot of things and maybe it would have been easier not knowing.”

Adolescent: It was really informative and accurate. I can’t imagine how so much came out of such simple and irritating questions. I would like to see you again to discuss other concerns of mine.”

With regard to emotional intelligence, it appears that Adolescent 2 was quite accurate in her assessment of herself and of her mother. Mother 2’s

predominant parenting style is that of an emotion coach (91%), however, she also has a very high laissez-faire style (80%). This can be seen in her perception of herself as being open to emotions, aware and able to label them and communicate them effectively. However, her daughter finds that she minimizes her emotions and teases her about them and this is indicative of the laissez-faire parenting style. This may be causing confusion for Adolescent 2 and yet she still is fairly emotionally intelligent in her personality profile as well as having a moderate self-concept.

5.3.3 Family number 3

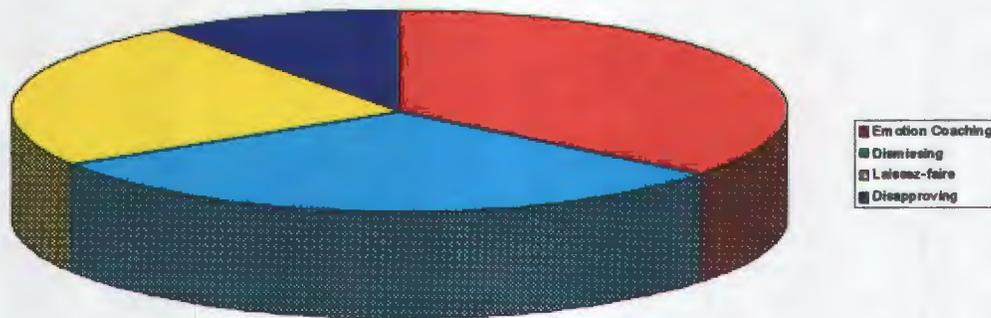
For the purposes of confidentiality, the names of the participants have been changed. Mother 3 and her husband have been married for 15 years. They have two children, Adolescent 3, who is 14 years of age and participated in this research project and a sibling who is 12 years of age. Mother 3 has worked from home since the children have been small in that she has run a play school. The family has recently moved to a different house and when that occurred, Mother 3 closed down her play school and is not working at present. Adolescent 3 is presently in Grade 9 at a private school.

Mother 3 answered the self-test questions on parenting styles. It appears that she is the primary caregiver and expressed the view that she is mostly involved with the children and as such, she felt that her view represented the family views on parenting. Mother 3 scored the following:

- Emotion coaching parenting style – 91%
- Dismissing parenting style – 76%
- Laissez-faire parenting style – 60%
- Disapproving parenting style – 26%

FIGURE 5.5 PIE GRAPH OF PARENTING STYLES FOR MOTHER 3

PERCENTAGES



Mother 3's highest score was that of an emotion coach (91%). This means that Mother 3 tends to guide her children through the world of emotions, teaching them how to regulate their feelings, problem solve and to find appropriate outlets for their feelings. According to the literature (Gottman1997:63), these parents are strongly aware of their own emotions and are not afraid to show these emotions around their children. Because of this, these children may feel more emotionally connected with their parents, achieve well at school, experience good health and enjoy good peer relationships. With the development of emotional intelligence, it is posited that they are well prepared to handle the risks and challenges of life.

Due to the fact that Mother 3 also exhibits a high score as a dismissing parent (76%), it is important to discuss this parenting style and the implications with regard to children. According to Gottman (1997:50), the dismissing parent tends to treat a child's feelings as unimportant and the main thrust is for the negative emotions to disappear quickly. To this end, distraction and ridicule may be used and events may be downplayed in order to minimize the child's feelings. There is a fear on the part of the parent of being out of control emotionally and a belief that the child's negative emotions may reflect

negatively on them as parents. There is a tendency not to use problem-solving methods along with a belief that most problems will be resolved with the passage of time. The effects that this parenting style has on children, is that they may learn that their feelings are inappropriate and invalid. They may also believe through learning that there is something wrong with them because of the way they feel. There may also be some difficulty in the regulation of their emotions.

Mother 3 scored at an above average level with regard to the laissez-faire style of parenting (60%), and it is therefore important to discuss the ramifications of this parenting style as well. This parent tends to accept all emotional expression from the child, with no limit setting, no guidance on behavior or education about emotions. This parent does not help the child to learn problem-solving methods, as there is a belief that there is not much that can be done about the negative emotions other than to ride them out. The effects of this parenting style on children, is that they are never able to learn how to regulate their emotions, that they experience problems forming friendships and difficulties with concentration.

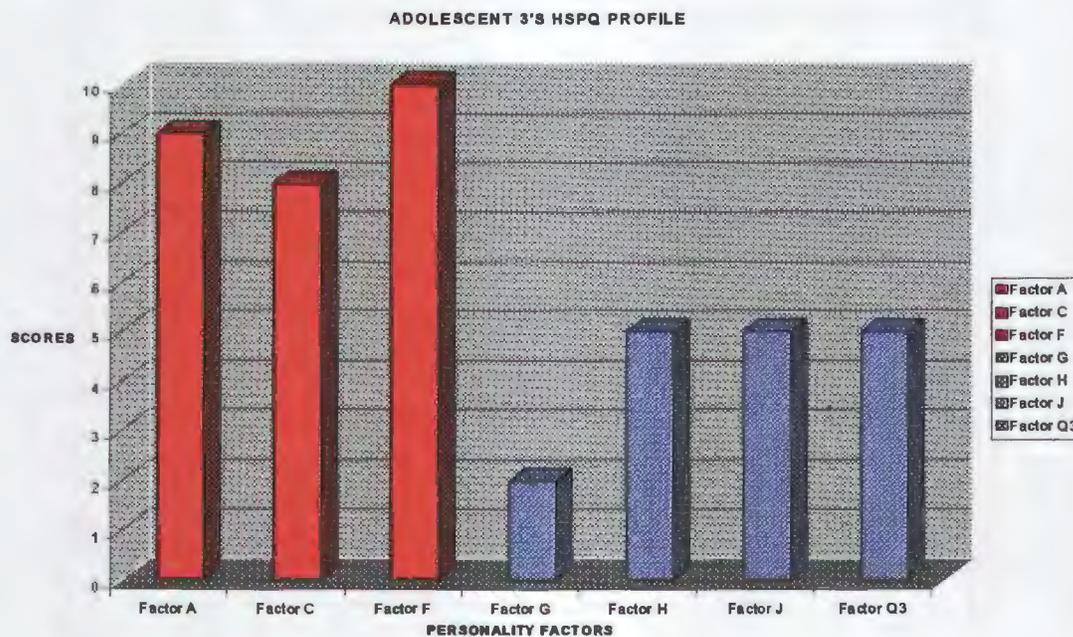
Due to the fact that Mother 3 has scored at an above average level for three out of the four parenting styles, it is possible that there is some confusion in relation to using different methods simultaneously. Each parenting style is so different and the effects on the child are so varied, that to use three styles at once may result in different messages. The two styles that she tends to use most often are the emotion coaching style (91%) and the dismissing parenting style (76%). Although these are very different in their applications, the emotion coaching style is still quite dominant, being 15% more in use. The effects of this may outweigh the negative effects of the dismissing parenting style.

5.3.3.1 Adolescent 3's results on the High School Personality Questionnaire (HSPQ)

This test deals with important personality dimensions about which insightful psychological conclusions can be drawn. Seven of these factors have been

highlighted as relating to aspects of emotional intelligence and these will be discussed in relation to Adolescent 3's personality profile. In the following graph, the red blocks indicate above average or well-developed emotional intelligence for Adolescent 3, and the blue blocks indicate lowered emotional intelligence.

FIGURE 5.6 ADOLESCENT 3'S HSPQ TEST PROFILE



The factors in Adolescent 3's profile that indicate high emotional intelligence.

A high Factor A (9) (outgoing). This indicates that Adolescent 3 is warm-hearted and outgoing, with a good natured, carefree and uncritical nature. He may reveal his emotions more easily and show tolerance of and interest in other people. Due to the fact that Adolescent 3 may fit in socially, he may be regarded as well adjusted, but this may-not always be the case. He may participate well in group situations and show a tendency to be more impulsive and generous in his personal relationships. There are indications that +A correlates with a carefree home environment.

With regard to emotional intelligence, a high score in this factor is indicated, which represents an outgoing, sociable, warmhearted and adaptable personality. This personality type should be able to appraise the emotional state of another person correctly, be better able to communicate and label emotions and to put structures into place to make change possible. In this regard, Adolescent 3 shows an above average level of emotional intelligence.

A high Factor C score (8) (emotional stability). This indicates that Adolescent 3 tends to be emotionally stable and mature, constant in his interests, with a calm and unruffled personality. He should be able to distinguish between his emotional needs and reality and may also be able to show restraint in avoiding problem situations. There is a positive correlation between a high C score and leadership qualities and with positive family relationships.

In terms of emotional intelligence, a high factor C score is indicated, as it represents the level of dynamic interaction as well as personal and interpersonal facets, emotional control, stability and the ability to handle frustration appropriately. A high score in this factor indicates an ego strength and emotional stability. In this regard, Adolescent 3 shows above average emotional intelligence.

A high Factor F score (10) (carefreeness). This indicates that Adolescent 3 can be enthusiastic, carefree and cheerful, as well as frank and expressive. He may show initiative and be able to express his emotions easily. Adolescent 3 enjoys change and meeting new people and prefers to do things in a quick and carefree manner. However, his work may not always be thorough and at times he may act impulsively. The environment is extremely influential in a high factor F score and Adolescent 3's carefree attitudes may have been learned in a safe and indulgent family, where few exacting expectations were made and where there was an abundance of optimism.

With regard to emotional intelligence, a high score in this factor is indicated as this personality should be able to appraise emotions in themselves and others,

be able to label emotions and communicate them, as well as to put strategies into place to make a difference. This is an important factor in extroversion and this personality has an ability to express his emotions effectively.

The factors in Adolescent 3's profile that indicate low emotional intelligence.

A low Factor G (2) (low ego strength). Adolescent 3 scored at a low level on this personality factor, which could indicate that he disregards rules, as well as possibly experiencing outbursts of anger. This trait is extremely subject to motivational distortion in that conscientious people, who make high demands on themselves, are not always able to give themselves full credit. Therefore, those who do not comply with society's norms, may have very low scores in spite of being organized and persevering within their own frame of reference.

With regard to emotional intelligence, a high factor score is indicated in that this personality type has a high ego strength and can be consistent, persevering, emotionally disciplined and concerned about moral standards. Because of this, this personality should be able to appraise emotions effectively in themselves and others, be able to label them correctly and communicate them, as well as to put structures into place to deal with them effectively. Adolescent 3 received a low score for this personality factor and as such shows lowered emotional intelligence in this regard.

An average Factor J score (5) (zestfulness /individualism). This score indicates that Adolescent 3 falls in between the two poles of this factor. He is therefore neither individualistic, meticulous, uninvolved and emotionally cold, nor has he a zest for life, an enjoyment of group activities where he tends to lose his individual interest and is able to accept common standards.

With regard to emotional intelligence, a low score on this personality factor would be preferable as it indicates a person who fits in easily with a group, who can be a good leader as well as a follower at times and is able to adapt to circumstances. Because Adolescent 3 falls within the lower limits of the

average range, he is leaning towards emotional intelligence but should have scored slightly lower to have qualified. In this regard then, Adolescent 3 shows a lowered emotional intelligence.

An average Factor Q3 score (5) (high self sentiment integration or self control). Adolescent 3 scored at an average level for this factor, which indicates that he falls between the two poles of self control, ambitiousness and conscientiousness on the one extreme and lack of control and a disregard for social rules on the other extreme. A high Q3 score is an important component of leadership as well as success in school and indicates stability and purposefulness.

With regard to emotional intelligence, a high score in this personality factor is required as it indicates the extent to which the individual experiences self sentiment, how integrated his self image is and whether he is capable of living according to internalized societal rules. A high score would also measure the extent to which the individual is able to convert anxiety to useful behavior, rather than to act in a disorganized fashion. In this regard, Adolescent 3's score was too low and he therefore shows a lowered emotional intelligence.

An average factor H score (5) (shyness / social boldness). An average score in this factor indicates that Adolescent 3 is neither particularly shy, reserved, emotionally cautious and rule bound, nor particularly carefree, participating, impulsive or friendly.

With regard to emotional intelligence, a high score is indicated (7-8) but a very high score may indicate insensitivity towards others and social ineptitude. A high score relates to the ability and courage to overcome challenges and a dynamic kindness. In this regard, Adolescent 3's score was too low and shows lowered emotional intelligence.

2nd Order Factors.

The second order factors to be discussed are anxiety and extroversion. These second order factors indicate an association between certain of the primary factors and indicate broader or more basic concepts for describing personality.

The factors that contribute to the anxiety second order factor score are:

Low C, High D, Low G, Low H, High O, Low Q3 and High Q4.

The following calculation was used to get an anxiety score:

$$[(11-C) + D + (11-G) + (11-H) + O + (11-Q3) + Q4] / 7$$

Adolescent 3's scores:

$$[(11-8) + 4 + (11-2) + (11-5) + 5 + (11-5) + 7] / 7$$

$$= 40/7$$

$$= 5.7 \text{ (average anxiety)}$$

According to Visser et al (1992:39), the interpretation of the anxiety score relates to the Freudian theory of 'transference neurosis', which means that when a weak ego (low C), is confronted with high tension (high Q4), the superego is then threatened and guilt feelings occur (high O), which result in anxiety. In Adolescent 3's case, his Factor C score was not low (8), and even though his tension factor score is above average (7) he should not suffer excessively from guilt feelings (low O). His anxiety score is within the average range. With regard to emotional intelligence, it is posited by the researcher that an average to low anxiety score would be expected. In this case, Adolescent 3's score concurs with this expectation.

The factors that contribute to the extroversion score:

High A, High F, High H, Low J and Low Q2.

The following calculation was used to arrive at an extroversion score:

$$A + F + H + (11-J) + (11-Q2) / 5$$

Adolescent 3's scores were:

$$9 + 10 + 5 + (11-5) + (11-4) / 5$$

$$= 37 / 5$$

= 7,4 (a tendency towards outgoing and extroverted behavior)

It appears from the second order factors that Adolescent 3 experiences average anxiety levels and a tendency towards outgoing and extroverted behavior. With regard to emotional intelligence, a low to moderate anxiety score would indicate good ego integration and adjustment, and a moderately high extroversion score would indicate an outgoing person who enjoys social interaction. Adolescent therefore shows good emotional intelligence in this regard.

5.3.3.2 *The Adolescent Self Concept Scale*

The psychometric features as well as the reliability coefficients of the self-concept scale have been discussed for family 1 and will not be discussed again for subsequent families.

TABLE 5.8 GROUPS OF ITEMS AT EACH DIMENSION OF THE SELF CONCEPT TEST AND HOW ADOLESCENT 3 SCORED

Subtests with subsections	Items in which Adolescent 3 scored positively according to the self-concept inventory					
A. Physical self						
Identity	1,	7,	13,	-,	-,	31 (4 out of 6 = 66%)
Acceptance	-,	42,	48,	54,	59,	64 (5 out of 6 = 83%)
Behavior	70,	75,	80,	91,	-,	97 (5 out of 6 = 83%)
B. Personal self						
Identity	84,	78,	82,	2,	-,	- (4 out of 6 = 66%)
Acceptance	-,	26,	32,	38,	43,	49 (5 out of 6 = 83%)
Behavior	55,	60,	65,	71,	76,	83 (6 out of 6 = 100%)
C. The self in relation to family and relatives						
Identity	77,	81,	85,	63,	69,	73 (6 out of 6 = 100%)
Acceptance	-,	99,	15,	-,	-,	33 (3 out of 6 = 50%)
Behavior	-,	89,	-,	56,	-,	66 (3 out of 6 = 50%)

D. The self in relation to
the social community

Identity	62,	68,	72,	47,	53,	58	(6 out of 6 = 100%)
Acceptance	87,	90,	93,	4,	10,	16	(6 out of 6 = 100%)
Behavior	22,	28,	34,	40,	-,	51	(5 out of 6 = 83%)

E The self in relation to
Values

Identity	-,	-,	-,	86,	44	-	(2 out of 6 = 33%)
Acceptance	92	,96,	-,	-,	98,	-	(3 out of 6 = 50%)
Behavior	5,	11,	17,	-,	29,	-	(4 out of 6 = 66%)

F. Self criticism	-,	74,	67,	-,	36,	-,	24,	6,	12,	18	(7 out of 10 = 70%)
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Adolescent 3 scored 73 out of 100, which gave him a stanine of 6. This indicates a medium self-concept.

Interpretation of the subsections of the subtests

Identity. Adolescent 3 scored positively in terms of identity for the physical self and the personal self. For the self in relation to family and relatives as well as the self in relation to the social community, he scored extremely positively, whilst for the self in relation to values, he scored below average. Therefore, in almost all aspects of identity, his concept of himself is good.

- *Acceptance.* Adolescent 3 scored well above average in his acceptance of his physical self and his personal self. He scored at an average level

for his acceptance of himself in relation to his family and relatives as well as his values. However, he scored extremely well in his acceptance of himself in relation to the social community. This indicates that Adolescent 3 is very accepting of the different aspects of himself.

- *Behavior.* Adolescent 3 scored well above average in his behavior in relation to the physical self and the self in relation to the social community. He scored at an above average level in terms of his values and at an average level in terms of his relation to family and friends. Adolescent 3 scored at an extremely high level in terms of the self in relation to the personal self. This indicates that Adolescent 3's behavior in relation to the different aspects of the self is generally consonant with his feelings.
- *Self-criticism.* Adolescent 3 scored 70% for self-criticism, indicating that he can be quite critical of the self and this may impact negatively on his self-concept. It may be more positive if he could be more self-accepting. In terms of emotional intelligence, a high score in each of the subsections would be desirable. This would indicate an above average identity, acceptance and behavior in terms of the physical self, the personal self, family and relatives, the social community and values – in short, the self-concept. In Adolescent 3 case, he exhibits emotional intelligence in all aspects of identity, except for the self in relation to values, which was below average. In both acceptance and behavior in terms of all aspects of the self, Adolescent 3 exhibits emotional intelligence, in that all of his scores were average or above average.

5.3.3.3. *A semi-structured interview with the primary caregiver and the adolescent.*

The purpose of this interview was to present open ended questions to the respondents, in order to evaluate if their conscious thoughts on the subject of emotional intelligence complemented or opposed the results of their tests and questionnaires evaluating their emotional intelligence.

Question 1. How do you communicate your emotions within the family?

Primary Caregiver: "If I am angry or happy, I tend to express it and if I am sad, I withdraw and cannot deal with it effectively."

Adolescent: "If I am angry I express it, like shouting and showing it. If I am sad, I usually sulk"

Question 2. In what way do you feel your primary caregiver/adolescent, is empathetic to your emotions?

Primary Caregiver: "Adolescent 3 seems to know what my emotions are, but then I am very open with how I feel and I try to make my family aware of my feelings and to portray my fears to them. In that way, I don't think that Adolescent 3 really understands what I am feeling."

Adolescent: "My Mom tends to overreact to things and this frustrates me and then I don't want to let her see too much of how I am feeling. It gives me the feeling that they think I am not responsible enough. Therefore, I suppose that I feel that my Mom is sometimes too empathetic about my emotions and this can be negative for me."

Question 3. Can you describe how you perceive the primary caregiver/adolescent to deal with his/her emotions?

Primary Caregiver: "I wish Adolescent 3 would communicate his feelings more as he tends to keep them within himself. When he is angry we know all about it, but I can't always get to the bottom of it when he is sad and when I question him he clams up even more."

Adolescent: " Mom shows her emotions quite clearly. When she is cross, she takes away things."

Question 4. What changes, if any, you like to occur within your family in relation to the expression and communication of emotion?

Primary Caregiver: "I appreciate how well Adolescent 3 copes with his problems and gets on with it by himself, but I wish he would communicate his feelings more with me."

Adolescent: "I feel as though my Mom is invading my privacy when she interrogates me about situations. I would like it if she just asked a few questions and got the gist of it and then left things alone. Sometimes she can be too emotional and it makes me withdraw."

Question 5. If I were to describe emotional intelligence as: the ability to be aware of your own and other people's emotions; to be able to label them correctly and communicate them; to be able to put strategies in place to deal with them, how would you rate yourself and your adolescent/primary caregiver?

Primary Caregiver: "I do not always perceive and label the emotion correctly and I tend to then go overboard about it. This happens with both my own emotions and others. I like to express my anger openly but sadness is difficult for me and I try to rectify what is wrong and make it better. I have not often seen Adolescent 3 sad he seems to hold his sadness in and doesn't like to show his sadness or tears in front of other people. We would all just like it to go away."

Adolescent: "It depends on the day whether I am able to deal with the emotion or not. I feel I am quite aware of my more obvious emotions, like anger, which I express and sadness, which I hold in. I don't like sadness and I am not sure what to do about it. My Mom seems to understand other people's emotions better than her own. She also can deal with her anger well but not sadness or other emotions. She does not always know what to do to change things or strategies to make a difference."

Question 6. How have you experienced the testing and the feedback?

Primary Caregiver: "I thoroughly enjoyed it. It gave me an opportunity to look inside my son for a while and I liked the closeness. He doesn't talk to me as

much as he used to and I enjoyed hearing how he feels about things that are important.”

Adolescent: “I like having two sides to me and I like both the sides (results of the HSPQ). I am amazed that you know so much about me from such a few little questions and tests and I can’t believe how accurate they are. It was really interesting and I enjoyed it.”

From the above, it appears as if Mother 3 does not always appraise emotions either in herself or others correctly and therefore may overreact too quickly, with negative consequences. Neither Adolescent 3 nor Mother 3 seem able to deal with sadness and tend to wish the emotion away. This concurs with the fact that Mother 3’s parenting style may vacillate between emotion coaching (91%) and dismissing (76%). This seems to be creating confusion for Adolescent 3 as he is never sure how his mother will react, especially if she has misinterpreted the emotion.

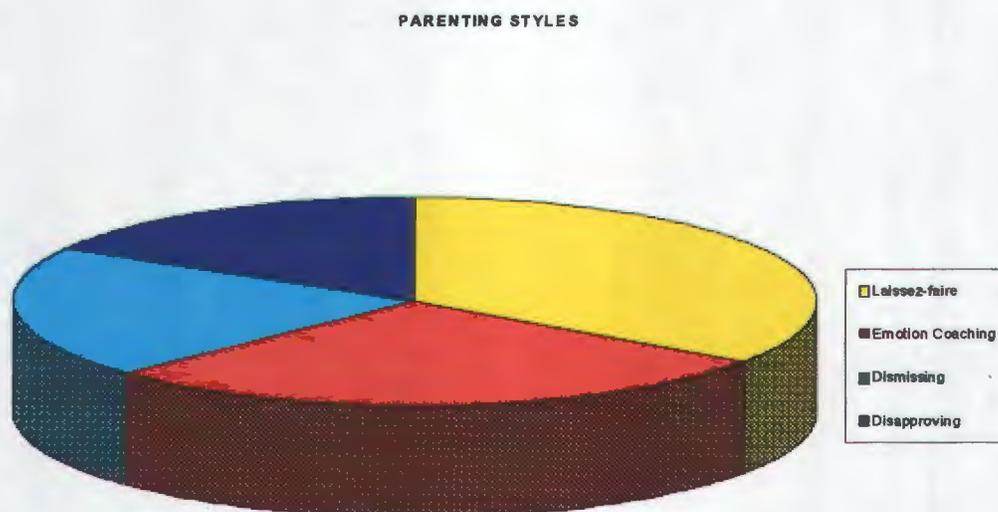
5.3.4 Family number 4

For the purposes of confidentiality, the names of the participants have been changed. Mother 4 and her husband have been married for 22 years. They have two children, a sibling who is 20 years old and Adolescent 4, who is 18 years old and participated in this research project. Mother 4 is a nursing sister and has worked since the children have been small. The children were sent to a creche or day care center until they began formal schooling. From then on, Mother 4 worked half day and was at home of an afternoon. Adolescent 4 was in Grade 12, the last year of his schooling, when he participated in this study.

Mother 4 answered the self-test questions on parenting styles. Her husband was approached and they answered the questionnaire together, even though she was sited as the primary caregiver. Mother 4 scored the following:

- Laissez-faire parenting style – 90%
- Emotion coaching parenting style – 73%
- Dismissing parenting style – 54%
- Disapproving parenting style – 43%

FIGURE 5.7 PIE GRAPH OF PARENTING STYLES FOR MOTHER 4



Mother 4's highest score was that of a Laissez-faire parenting style. This means that Mother 4 freely accepts all emotional expression from her child, with little guidance of his behavior. The child is not taught about his emotions and no problem solving methods are taught. Mother 4 tends to be permissive and does not often set boundaries, having the belief that there is not much that can be done about negative emotions except to ride them out. According to Gottman (1997:52), the effects of this parenting style on children is that they do not learn how to regulate their emotions and that they may experience difficulty in forming friendships and getting along with other children. These children also may experience problems concentrating.

Mother 4 scored 73% as an emotion coach. This means that although she may parent predominantly in a laissez-faire manner, she may also use emotion coaching at times. This means that she may at times be able to set limits, to help her son to label his emotions, to offer guidance and support, as well as to teach problem solving skills. There is a part of Mother 4 that is aware of her own emotions and that regards her son's negative emotions as an important arena for parenting. At these times, she may respect Adolescent 4's emotions and value them as an opportunity for intimacy. Gottman (1997:52) continues by

elucidating on the effects of this kind of parenting on children. When they have been exposed predominantly to this type of parenting, they may learn to trust their feelings, to regulate their own emotions and to be able to solve problems. They tend to experience high self-esteem, to be able to learn well and to get along well with others.

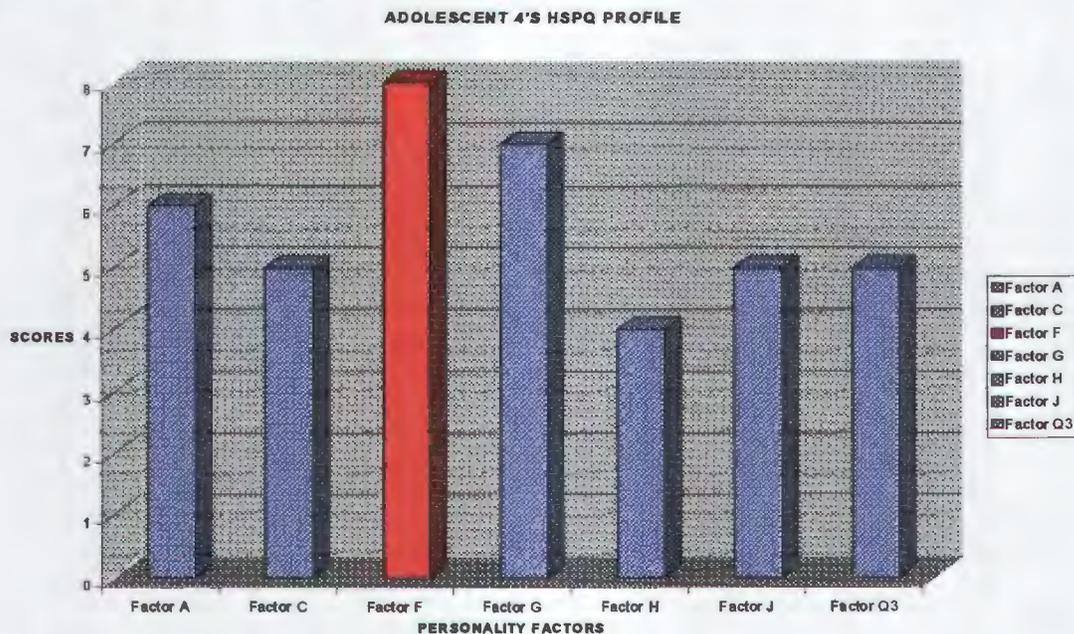
Mother 4 also scored at an above average level with regard to the dismissing parenting style (54%). This means that there are times when she disengages from her son and ignores his feelings. She may use distraction or ridicule in order for the negative emotions to disappear quickly. She may, at these times, lack awareness of her own emotions and feel uncomfortable about these emotions in herself and in others. There may be some uncertainty about how to deal with the child's emotions coupled with a belief that any negative emotions reflect badly on the parent. When Mother 4 uses this type of parenting, there is no problem solving and a belief that the problem will go away of its own accord, in time. The effects of this parenting style on children, is the learning that their feelings are wrong or inappropriate. There might be an assumption that there is something wrong with them because of the way that they feel, and in addition, they may find it difficult to regulate their emotions.

It appears from the above, that Mother 4 is predominantly a laissez-faire type parent (90%), followed by an emotion coach (73%). These two styles are very different and the effects are varied, but the laissez-faire approach seems to be quite dominant. This may indicate that the effects of this type of parenting may outweigh any of the other parenting styles. This coupled with the dismissing parenting style (54%), which although it is fairly low, it is still above the average mark, may indicate that Adolescent 4 may experience lowered emotional intelligence.

5.3.4.1 Adolescent 4's results on the High School Personality Questionnaire (HSPQ)

This test deals with important personality dimensions about which insightful conclusions can be drawn. Seven of these personality factors have been highlighted as relating to aspects of emotional intelligence and these will be discussed in relation to Adolescent 4's personality profile. In the following graph, the red blocks indicate above average or well-developed emotional intelligence for Adolescent 4, while the blue blocks indicate lowered emotional intelligence.

FIGURE 5.8 ADOLESCENT 4'S HSPQ TEST PROFILE



The factors in Adolescent 4's profile that indicate high emotional intelligence

High factor F (8) (carefreeness) This indicates that Adolescent 4 tends towards being cheerful, frank, lively and alert. Due to his enthusiastic and impulsive personality, he may meet and know a large number of people as well as enjoy change and react in a quick and impulsive manner. However, he may not work in a very thorough manner and his impulsivity may cause difficulties at times. A high score in this factor is an important component in extroversion. It appears as if the environment in which Adolescent 4 grew up, may be an

important contributor in respect of the F score. It is possible that Adolescent 4's carefree attitude may have been learned in a safe and indulgent family, where there were few exacting expectations and where optimism was encouraged. Younger children in the family (adolescent 4 is the second child), are often more happy-go-lucky, and it is posited that they have had less contact with adults and less responsibility, than their older siblings.

With regard to emotional intelligence, a high score in this factor is indicated, as this personality type should be better able to appraise emotions in themselves and others, be able to label emotions effectively and communicate them, as well as to put strategies into place to make a difference. This is an important factor in extroversion and this personality has an ability to express his emotions freely.

The factors in Adolescent 4's profile that indicate lowered emotional intelligence

A moderately high factor G score (7) (high ego strength – conscientiousness). This indicates that Adolescent 4 is moderately consistent and persevering, as well as emotionally disciplined. He may enjoy planning things and is able to concentrate well. This trait tends to correlate positively with an interest in academic work and friends, popularity and leadership. It is interesting to note that this trait is one of the most sensitive to motivational distortion. It may be found that conscientious people, who tend toward making high demands on themselves, are not always able to give themselves full credit, whilst opportunists may pretend to be more conscientious than they are.

With regard to emotional intelligence, a high factor score is indicated in that this personality type has high ego strength and can be consistent, persevering, emotionally disciplined and concerned about moral standards. Due to this, Adolescent 4 should at times be able to appraise emotions effectively in both himself and others, be able to label them correctly and communicate them, as well as to put structures into place to deal with them in an effective manner. Adolescent 4 received a moderately high score for this personality factor and as

such just misses the designated cut-off point and therefore, shows lowered emotional intelligence.

An average factor A score (6) (reserved/outgoing). This indicates that Adolescent 4 lies in between the two poles of reserved and outgoing. As such, he may be neither warmhearted, outgoing and participating, nor reserved, detached, mistrustful and aloof. At times, he may display more characteristics of the one pole and other times more characteristics of the other pole. There are indications that +A correlates with a carefree home environment.

With regard to emotional intelligence, a high score in this factor is indicated, which represents an outgoing, sociable, warmhearted and adaptable personality. This personality type should be able to appraise the emotional state of another person correctly as well as himself, be better able to communicate and label emotions and to put structures into place to make change possible. In this regard, Adolescent 4 shows lowered emotional intelligence.

An average factor C score (5) (emotional instability/ emotional stability). This indicated that Adolescent 4 falls in between the two poles of emotional instability and emotional stability. As such, he may vacillate between the two poles, displaying neither tendency to a marked degree. In other words, he may be neither excessively influenced by his emotions, changeable in his attitudes and interests, easily worried and irresponsible, nor emotionally stable and controlled, responsible and able to show restraint in avoiding problem situations. As there is a positive correlation between a high C score and positive family relationships, it may be inferred that the dynamics within Adolescent 4's family are not that positive.

In terms of emotional intelligence, a high factor C is indicated, as it represents the level of dynamic interaction as well as personal and interpersonal facets, emotional control, stability and the ability to handle frustration appropriately. A high score in this factor indicates an ego strength and emotional stability. In this regard, Adolescent 4 shows lowered emotional intelligence.

An average factor J score (5) (zestfulness / individualism). This indicates that Adolescent 4 falls between the two poles of this factor. As such this may mean that he is neither excessively individualistic, meticulous, uninvolved or emotionally cold, nor has he a zest for life, and an extreme enjoyment of group activities in which he may even lose his individuality.

With regard to emotional intelligence, a low score on this personality factor would be preferable, as it indicates a person who fits in easily with a group, who can be a good leader as well as a follower at times and is able to adapt to circumstances. Due to the fact that Adolescent 4 falls within the lower limits of the average range, he is leaning towards emotional intelligence but should have scored slightly lower to have qualified. In this regard then, Adolescent 4 shows lowered emotional intelligence.

An average factor Q3 factor (5) (high self sentiment integration / self control). Adolescent 4 scored at an average level for this factor, which indicates that he falls between the two poles of self-control, ambitiousness and conscientiousness on the one extreme of the continuum and lack of control and a disregard for social rules on the other extreme of the continuum. A high Q3 score is an important component of leadership as well as success in school and indicates stability and purposefulness.

With regard to emotional intelligence, a high score in this personality factor is required as it indicates the extent to which the individual experiences self sentiment, how integrated his self image is and whether he is capable of living according to internalized societal rules. A high score would also measure the extent to which the individual is able to convert anxiety to useful behavior, rather than to act in a disorganized fashion. In this regard, Adolescent 4's score was too low and this indicates lowered emotional intelligence.

A low factor H score (4) (shyness). This indicates that Adolescent 4 tends towards being shy, reserved, emotionally cautious and controlled. He may not be able to express his emotions easily and may avoid large parties and open competition.

With regard to emotional intelligence, a high score (7-8) would be advantageous, but an extremely high score (9-10) may indicate insensitivity towards others and social ineptitude. A high score relates to the ability and courage to overcome challenges as well as a dynamic kindness. In this regard, Adolescent 4's score was too low and shows lowered emotional intelligence.

2nd Order Factors.

The second order factors to be discussed are anxiety and extroversion. These second order factors indicate an association between certain of the primary factors and indicate broader or more basic concepts for describing personality.

The factors that contribute to the anxiety second order factor score are:

Low C, High D, Low G, Low H, High O, Low Q3 and High Q4.

The following calculation was used to get an anxiety score:

$$[(11-C) + D + (11-G) + (11-H) + O + (11-Q3) + Q4] / 7$$

Adolescent 3's scores:

$$[(11-5) + 6 + (11-7) + (11-4) + 6 + (11-5) + 7] / 7$$

$$= 42/7$$

$$= 6.0 \text{ (above average anxiety)}$$

According to Visser et al (1992:39), the interpretation of the anxiety score relates to the Freudian theory of 'transference neurosis', which means that when a weak ego (low C), is confronted with high tension (high Q4), the superego is then threatened and guilt feelings occur (high O), which result in anxiety. In Adolescent 4's case, his Factor C score was average (5), and his

tension factor score is above average (7), therefore he may suffer from some guilt feelings (6) as his O factor score is at the upper limits of the average range. His anxiety score is at the upper limits of the average range the average range, indicating slightly above average anxiety levels. With regard to emotional intelligence, it is posited by the researcher that an average to low anxiety score would be expected. In this case, Adolescent 4's score is slightly higher than it should be indicating slightly lowered emotional intelligence.

The factors that contribute to the extroversion score:

High A, High F, High H, Low J and Low Q2.

The following calculation was used to arrive at an extroversion score:

$$A + F + H + (11-J) + (11-Q2) / 5$$

Adolescent 4's scores were:

$$5 + 8 + 4 + (11-5) + (11-4) / 5$$

$$= 31 / 5$$

$$= 6.2 \text{ (a slight tendency towards outgoing and extroverted behavior)}$$

It appears from the second order factors that Adolescent 4 experiences slightly above average anxiety levels and a tendency towards outgoing and extroverted behavior. With regard to emotional intelligence, a low to moderate anxiety score would indicate good ego integration and adjustment, and a moderately high extroversion score would indicate an outgoing person who enjoys social interaction. Adolescent 4 therefore shows average emotional intelligence in this regard.

5.3.4.2 *The Adolescent Self Concept Scale*

The psychometric features as well as the reliability coefficients of the self-concept scale have been discussed for family 1 and will not be discussed again for subsequent families.

TABLE 5.9 GROUPS OF ITEMS AT EACH DIMENSION OF THE SELF CONCEPT TEST AND HOW ADOLESCENT 4 SCORED

Subtests with subsections							Items in which Adolescent 5 scored positively according to the self concept inventory
<hr/>							
A. Physical self							
Identity	1,	-,	13,	19,	25,	31	(5 out of 6 = 83%)
Acceptance	-,	42,	-,	-,	59,	-	(2 out of 6 = 33%)
Behavior	-,	75,	80,	91,	-,	97	(4 out of 6 = 66%)
<hr/>							
B. Personal self							
Identity	84,	78,	82,	2,	8,	14	(6 out of 6 = 100%)
Acceptance	-,	20,	26,	32,	38,	- 49	(5 out of 6 = 83%)
Behavior	55,	60,	65,	71,	76,	83	(6 out of 6 = 100%)
<hr/>							
C. The self in relation to family and relatives							
Identity	77,	81,	85,	63,	69,	73	(6 out of 6 = 100%)
Acceptance	3,	99,	15,	-,	-33		(4 out of 6 = 66%)
Behavior	39,	89,	50,	56,	-,	66	(5 out of 6 = 83%)

D. The self in relation to
the social community

Identity	62, 68, -, 47, 53, 58	(5 out of 6 = 83%)
Acceptance	87, 90, -, 4, 10, 16	(5 out of 6 = 83%)
Behavior	22, 28, 34, 40, -, 51	(5 out of 6 = 83%)

E. The self in relation to
Values

Identity	46, -, -, 86, 44 -	(3 out of 6 = 50%)
Acceptance	92, -, -, -, 98, -	(2 out of 6 = 33%)
Behavior	5, 11, 17, 23, -, -	(4 out of 6 = 66%)

F. Self criticism	79, 74, 67, 41, 36, -, 24, 6, 12, -	(8 out of 10 = 80%)
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Adolescent 4 scored 75 out of 100, which gave him a stanine of 6. This indicates a medium self-concept.

Interpretation of the subsections of the subtests

- *Identity.* Adolescent 4 scored extremely positively in terms of identity for the personal self and the self in relation to family and relatives. For the physical self as well as the self in relation to the social community, he scored very positively, whilst for the self in relation to values, he scored at an average level. Therefore, in all aspects of identity, his concept of himself ranges from excellent to average.

- *Acceptance.* Adolescent 4 scored well above average in his acceptance of his personal self and the self in relation to the social community. He scored at an above average level for his acceptance of himself in relation to his family and relatives. However, he scored at a below average level in his acceptance of himself in relation to values as well as his acceptance of the physical self. This indicates that Adolescent 4 is very accepting of the certain aspects of himself and that he does not accept other aspects of himself.
- *Behavior.* Adolescent 4 scored extremely well with regard to his behavior in relation to the physical self and well above average the self in relation to the family and relatives as well as the self in relation to the social community. He scored at an above average level in terms of his values and his physical self. This indicates that Adolescent 4's behavior in relation to the different aspects of the self is generally consonant with his feelings.
- *Self-Criticism.* Adolescent 4 scored 80% for self-criticism, indicating that he can be very critical of the self and this may impact negatively on the self. It may be more positive if he could be more self-accepting.

In terms of emotional intelligence, a high score in terms of each of the subsections would be desirable. This would indicate an above average identity, acceptance and behavior in terms of the physical self, the personal self, family and relatives, the social community and values – in short, the self-concept. In Adolescent 4's case, he exhibits extremely good emotional intelligence in terms of identity of the personal self, family and relatives. He also shows well above average identity in terms of the physical self and the self in relation to the social community, and average identity in terms of his values. With regard to acceptance, Adolescent 4 shows well above average emotional intelligence in terms of the personal self and the social community, above average emotional intelligence in terms of his family and relatives and below average emotional intelligence in terms of his acceptance of the physical self and values. With regard to behavior, Adolescent 4 shows extremely high emotional intelligence

relating to his personal self, well above average emotional intelligence in relation to his family and relatives as well as the social community and above average emotional intelligence in relation to his physical self and his value systems.

5.3.4.3 A semi-structured interview with the primary caregiver and the adolescent

The purpose of this interview was to present open ended questions to the respondents, in order to evaluate if their conscious thought on the subject of emotional intelligence complemented or opposed the results of their tests and questions on emotional intelligence.

Question 1. How do you communicate your emotions within the family?

Primary Caregiver: "I tend to become emotional easily and let it all come out. I cry easily and get angry easily and show it all. I have been feeling particularly vulnerable lately, almost like panic attacks and the doctor has put me onto anti depressants. I found I was crying over everything and feeling not okay."

Adolescent: "It depends on the emotion. I can easily express happy and good emotions and can talk about them. Anger and depression are different and I tend to withdraw and hope that it will eventually blow over."

Question 2. In what way do you feel your primary caregiver/adolescent is empathetic to your emotions?

Primary Caregiver: " I feel that Adolescent 4 is very sensitive to my feelings and emotions and I prefer to talk to him and share emotions with him, rather than with my husband or my daughter. My husband minimizes emotions and is uncomfortable to talk about them and never shows how he feels, so Adolescent 4 is a god-send."

Adolescent: "Mom is very empathetic and always tries to find out what is going on and how people are feeling, especially with Dad. She always wants to help

and to make things better. She tends to leave me be unless I show her that I am feeling depressed...so it's easier to just pretend that everything is fine."

Question 3. Can you describe how you perceive your primary caregiver/adolescent to deal with their emotions?

Primary Caregiver: "Adolescent 4 tends to withdraw when he is feeling a bit down and then it is hard to discover what the matter is. He is like his father in this way. He feels I am invading his privacy if I question him too much, and yet I don't like to see him like that and I would like to be able to help him."

Adolescent: " My mother expresses her feelings openly and you always know just what she thinks about things. Sometimes it is a bit invasive and I wish she would keep her emotions to herself as she kind of forces them onto other people."

Question 4. What changes, if any, would you like to occur within your family in relation to the expression and communication of emotion?

Primary Caregiver: "I would love everybody to be able to express their emotions so that we can talk about it together and not have these tensions and feelings in the home. My husband is the worst offender but at least Adolescent 4 is able to talk about things."

Adolescent: "I would like my Dad to be more open and to deal with how he feels and I wish my Mom would not over-react as she sometimes does."

Question 5. If I were to describe emotional intelligence as: the ability to be aware of your own and other people's emotions; to be able to label them correctly and communicate them; to be able to put strategies into place to deal with them, how would you rate yourself and your primary caregiver/adolescent?

Primary Caregiver: " I would say that I am aware of emotions in myself and in others, but I may not always be able to label these correctly and communicate them. I try to do something about the emotion to make it better, but more to

make it go away if possible. For Adolescent 4, I would say that he is aware of his emotions and those of others because he is very sensitive to tensions and to emotions. But I don't think he communicates his feelings very well and tends to try to do something about them, in his own way, without talking about it or asking for help."

Adolescent: " I think I am quite aware of emotions but I don't always want to deal with them, so I leave them alone and try not to think about them and hope they will go away. My Mom is very open with her emotions and sometimes forces me to look at things that I would prefer not to. This can be very irritating and sometimes leads to fights. She is very vocal about how she is feeling."

Question 6. How have you experienced the testing and the feedback?

Primary Caregiver: "I found it very interesting and enjoyed having a place to talk about feelings and emotions in an open way. I don't get that luxury very often. I think it was good for Adolescent 4 too, as it maybe made him realize that I am right about the importance of dealing with emotions and talking about them."

Adolescent: "I found the testing easy and not painful at all. It did make me think more about family matters and wonder about them. I do realize the importance of dealing with emotions but sometimes it is just easier to pretend that they don't exist."

With regard to emotional intelligence, it appears that the tests and questionnaires have complemented the conscious thoughts of both the primary caregiver and the adolescent. Mother 4 scored higher as a laissez-faire style of parent (90%) and then lower as an emotion coach (73%) and this is borne out in her attempts at expressing all emotions, but not often using strategies or teaching strategies to her children, of how to deal with them. She would like these emotions to go away and although she may encourage the expression of these emotions, she would also like them to disappear. Adolescent 4 also tends to deal with emotions in this way although when forced to face them, he does so and attempts to do something about them. He has an average self-

concept and aspects of his personality did show emotional intelligence, and this is borne out in the way he answered the interview.

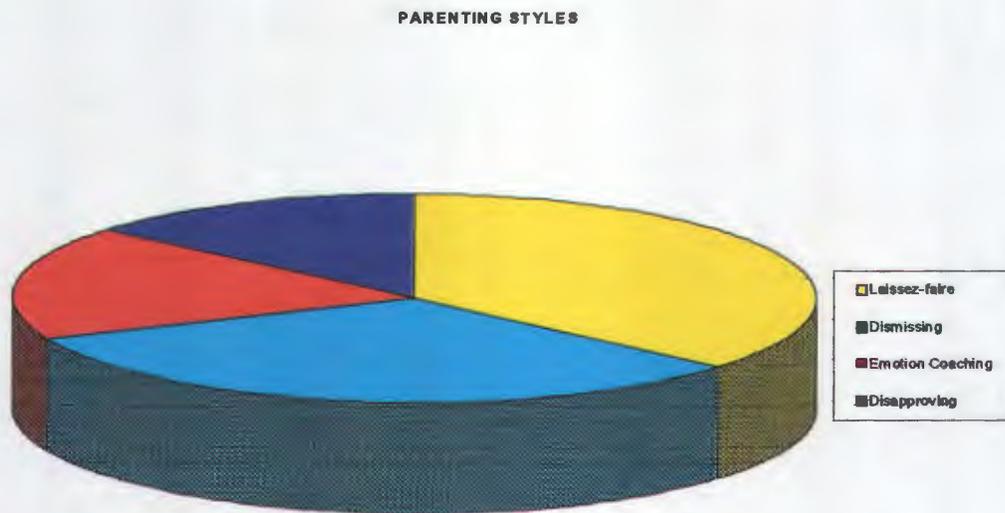
5.3.5 Family number 5

For the purposes of confidentiality, the names of the participants have been changed. Mother 5 and her husband have been married for 22 years. They have 3 children, Adolescent 5, who is 14 years of age and participated in this study, one older sister and one younger sister. Mother 5 did not work whilst the children were young and went back to teaching when the youngest child started school. Adolescent 5 is currently in Grade 8 and attends a private school.

Mother 5 answered the self-test questions on parenting styles. She felt that her husband would not be interested, as he had left the upbringing of the children to her. Mother 5 scored the following:

- Laissez-faire parenting style – 92%
- Dismissing parenting style – 80%
- Emotion coaching parenting style – 45%
- Disapproving parenting style – 35%

FIGURE 5.9 **PIE GRAPH OF PARENTING STYLES FOR MOTHER 5**



Mother 5's highest score was that of a laissez-faire style of parenting (92%). This means that Mother 5 tends to accept all emotional expression from her children and may offer comfort about the negative feelings. However, there is no guidance on the behavior and no problem solving methods are taught. There may be a belief that there is nothing that can be done about a child's emotions and that it is merely a case of riding them out. No limits are set and in this regard, it is possible that Mother 5 is fairly permissive. The effect of this parenting style on children is that learning does not take place in terms of how to regulate emotions. There might be problems with regard to concentrating as well as difficulties in forming friendships and getting along with other children.

Mother 5 also scored at a high level for the dismissing parenting style (80%). This indicates that Mother 5 may treat the child's feelings as trivial and unimportant much of the time. There may be a need for the child's negative emotions to disappear quickly and distraction and ridicule may be methods that are used towards this end. There is little interest shown in what the child is trying to communicate, and there may even be a lack of awareness of emotions within the self and in others. Mother 5 may fear being out of control emotionally and may easily feel uncomfortable, anxious or overwhelmed by her children's emotions. No problem solving takes place and there may be a belief that

negative emotions are connected to maladjustment and reflect badly on the parents. The child's feelings are therefore minimized and there is a belief that time will solve the problem. The effect of this parenting style on children is that they may learn that their feelings are inappropriate or wrong. They may also learn to feel that there is something inherently wrong with them because of the way that they feel. There may also be some difficulty in being able to regulate their emotions.

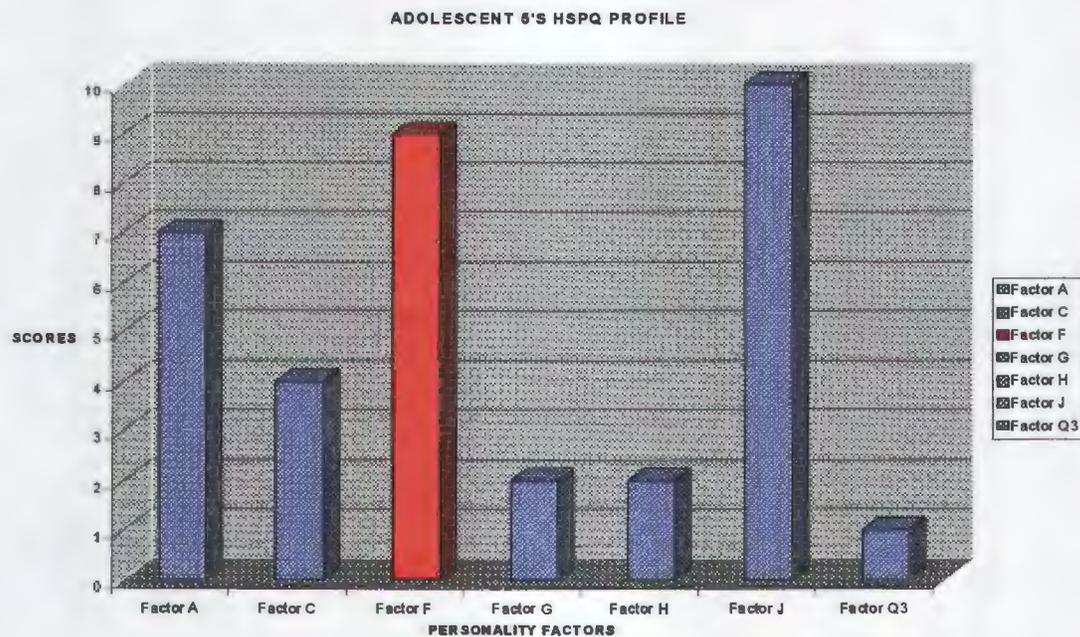
Although these two parenting styles are very different, there are some similarities in that neither style teaches problem solving techniques, both trivialize and reject the display of emotions, both believe that time will solve the problem and both want the negative emotion to disappear quickly. The effects on children are slightly different, but it seems that with both types of parenting, the result is that they have difficulty with regulating their emotions. It is posited by the researcher, that children who are exposed predominantly to this type of parenting will experience lowered emotional intelligence.

The other two parenting styles will not be discussed in relation to this family, as both the emotion coaching parenting style and the disapproving parenting style scored below average. It is assumed from that that neither is used with much regularity in the home and therefore they will not influence Adolescent 5 unduly.

5.3.5.1 Adolescent 5's results on the High School Personality Questionnaire (HSPQ)

This test deals with important personality dimensions about which insightful psychological conclusions can be drawn. Seven of these factors have been highlighted as relating to aspects of emotional intelligence and these will be discussed in relation to Adolescent 5's personality profile. In the following graph, the red blocks indicate above average or well-developed emotional intelligence for Adolescent 5, and the blue blocks indicate lowered emotional intelligence.

FIGURE 5.10 ADOLESCENT 5'S HSPQ TEST PROFILE



The factors in Adolescent 5's profile that indicate high emotional intelligence.

A high factor F (9) (carefreeness). This indicates that Adolescent 5 can be enthusiastic, carefree and cheerful, as well as frank and expressive. She may show initiative and be able to express her emotions easily. Adolescent 5 enjoys change and meeting people and prefers to do things in a quick and carefree manner. However, her work may not always be that thorough and at times she may act impulsively. The environment is extremely influential in a high factor F score and Adolescent 5's carefree attitudes may have been learned in a safe and indulgent family, where few exacting expectations were made and where there was an abundance of optimism.

With regard to emotional intelligence, a high score in this factor is indicated as this personality should be able to appraise emotions in themselves and others, be able to label emotions and communicate them, as well as to put strategies into place to make a difference. This is an important factor in extroversion and it seems as if Adolescent 5 has an ability to express her emotions effectively.

The factors in Adolescent 5's profile that indicate low emotional intelligence.

A moderately high factor A score (7) (outgoing). This score is bordering on high (8-10), but just misses the cut-off point. It might indicate that Adolescent 5 is moderately warm hearted and outgoing and that she may have a carefree and uncritical nature. She may lean towards revealing her emotions more easily and she may tend to be more tolerant of other people and to show some interest in them. Adolescent 5 may be inclined towards participating in group situations, but may not always do so successfully. There are times when she may be more impulsive and generous in her personal relationships but this may not be the rule. There are indications that +A correlates with a carefree home environment.

With regard to emotional intelligence, a high factor score is required, as it represents an outgoing, sociable, warmhearted and adaptable personality. This personality type should be able to appraise the emotional state of another person correctly, be able to communicate and label emotions and to put structures into place to make change possible. In this regard, Adolescent 5 shows a moderate level of emotional intelligence.

A low factor C score (4) (emotional instability). This indicates that Adolescent 5 has a tendency to be emotionally less stable and easily influenced by her emotions. She may become emotional when she is frustrated and tends to evade responsibilities and to give up easily. There may be an inability to find satisfying and realistic ways of expressing her emotions and she may be dissatisfied with her family and her school. There might be an above average number of neurotic responses in the form of defense mechanisms, vague health disturbances or digestive and sleep disturbances.

Due to the fact that this factor indicates a person's dynamic integration, as well as his emotional control, stability and ability to handle frustration, in terms of emotional intelligence, a high factor C score is required. This would show an

ego strength and emotional stability. In this regard, Adolescent 5 shows below average emotional intelligence.

A low factor G score (4) (low ego strength / opportunistic). Adolescent 5 scored at a low level on this personality factor, which could indicate a disregard for rules, as well as possible outbursts of anger. This trait is extremely subject to motivational distortion in that conscientious people, who make high demands on themselves, are not always able to give themselves full credit. Therefore, those who do not comply with society's norms, may have very low scores in spite of being organized and persevering within their own frame of reference.

With regard to emotional intelligence, a high factor score is indicated in that this personality type has high ego strength and can be consistent, persevering, emotionally disciplined and concerned about moral standards. Because of this, this personality should be able to appraise emotions effectively in themselves and others, be able to correctly label them and communicate them, as well as to put structures into place to deal with them effectively. Adolescent 5 received a low score in this regard and therefore show lowered emotional intelligence.

A very low factor H score (2) (shyness). This score indicates that Adolescent 5 is shy, reserved and careful and is not able to express her emotions easily. She may dislike the thought of an occupation that involves personal contact with people and may prefer one or two close friends to a large group. A very low score may indicate social withdrawal, which may be pathological. Adolescent 5 may be emotionally cautious and may feel easily threatened.

With regard to emotional intelligence, a high score is indicated (7-8), but a very high score may indicate insensitivity towards others and social ineptitude. A high score relates to the ability and courage to overcome challenges and a dynamic kindness. In this regard, Adolescent 5's score shows very low emotional intelligence.

A high factor J (10) (individualism). This score indicates that Adolescent 5 prefers to do things on her own, is meticulous in her application of whatever she

undertakes to do and that she thinks over her mistakes and of how she will avoid them in the future. There is a tendency for Adolescent 5 not to forget unfair treatment, and she may have opinions that are markedly different from the group. She may be unpopular and have few friends. A particular characteristic of this personality group is that they are very stubborn. They may also exhibit passive resistance, a tendency towards depression and a preference for cognitive activities. There is also a tendency for people with a high J score to experience obsessive-compulsive behavior as well as a style of behavior typical of neurotic fatigue.

With regard to emotional intelligence, a low personality score would be more appropriate as it indicates a person who fits into a group easily, who can be a leader as well as a follower depending on the circumstances, and is able to adapt to different conditions. Because Adolescent 5 falls within the very highest limits of the high range, she shows extremely low emotional intelligence in this regard.

A very low factor Q3 (1) (low self-sentiment integration – low self control).

Adolescent 5 scored at an extremely low level for this personality factor, which indicates a disregard for social rules. Adolescent 5 may display uncontrolled emotionality, anxious uncertainty and irritability. Many juvenile delinquents, who tend to reject cultural standards, have very low Q3 scores. Adolescent 5 may not be able to convert anxiety to useful behavior and tends to act in a disorganized fashion.

With regard to emotional intelligence, a high score in this personality factor is required, as it indicates the extent to which the individual experiences self sentiment, how integrated his self image is and whether he is capable of living according to internalized societal rules. A high score is also a component of leadership as well as success in school and indicates stability and purposefulness. In this regard, Adolescent 5 shows very low levels of emotional intelligence.

2nd Order Factors.

The second order factors to be discussed are anxiety and extroversion. These second order factors indicate an association between certain of the primary factors and indicate broader or more basic concepts for describing personality.

The factors that contribute to the anxiety second order factor score are:

Low C, High D, Low G, Low H, High O, Low Q3 and High Q4.

The following calculation was used to get an anxiety score :

$$[(11-C) + D + (11-G) + (11-H) + O + (11-Q3) + Q4] / 7$$

Adolescent 5's scores:

$$[(11-4) + 9 + (11-4) + (11-2) + 8 + (11-1) + 6] / 7$$

$$= 56/7$$

$$= 8.0 \text{ (Well above average anxiety)}$$

According to Visser et al (1992:39), the interpretation of the anxiety score relates to the Freudian theory of 'transference neurosis', which means that when a weak ego (low C), is confronted with high tension (high Q4), the superego is then threatened and guilt feelings occur (high O), which result in anxiety. In Adolescent 5's case, her Factor C score was low (4), and her tension factor score is in the upper limits of the average range (6), therefore she may suffer from guilt feelings (8) as her O factor score is in the high range. Her anxiety score is in the high range, indicating high anxiety levels. With regard to emotional intelligence, it is posited by the researcher that an average to low anxiety score would be expected. In this case, Adolescent 5's score is much higher than it should be, which indicates lowered emotional intelligence.

The factors that contribute to the extroversion score:

High A, High F, High H, Low J and Low Q2.

The following calculation was used to arrive at an extroversion score:

$$A + F + H + (11-J) + (11-Q2) / 5$$

Adolescent 5's scores:

$$6 + 9 + 2 + (11-10) + (11-3) / 5$$

$$= 27 / 5$$

$$= 5.4 \text{ (average extroversion)}$$

It appears from the second order factors that Adolescent 5 experiences high anxiety levels and average extroversion. With regard to emotional intelligence, a low to moderate anxiety score would indicate good ego integration and adjustment, and a moderately high extroversion score would indicate an outgoing person who enjoys social interaction. Adolescent 5 therefore shows low emotional intelligence in this regard.

5.3.5.2 *The Adolescent Self Concept Scale*

The psychometric features as well as the reliability coefficients of the self-concept scale have been discussed for family 1 and will not be discussed again for subsequent families.

TABLE 5.10 GROUPS OF ITEMS AT EACH DIMENSION OF THE SELF-CONCEPT TEST AND HOW ADOLESCENT 5 SCORED

Subtests with subsections							Items in which Adolescent 5 scored positively according to the self-concept inventory
A. Physical self							
Identity	1,	-,	13,	-,	-,	-	(2 out of 6 = 33%)
Acceptance	37,	-,	48,	54,	59,	64	(5 out of 6 = 83%)
Behavior	-,	75,	80,	91,	-,	-	(3 out of 6 = 50%)
B. Personal self							
Identity	84,	-,	-,	-,	-,	-	(1 out of 6 = 16%)
Acceptance	-,	26,	32,	38,	-	-	(3 out of 6 = 50%)
Behavior	-,	-,	65,	-,	76,	-	(2 out of 6 = 33%)
C. The self in relation to family and relatives							
Identity	77,	81,	85,	-,	69,	-	(4 out of 6 = 66%)
Acceptance	3,	-,	15,	-,	-33		(3 out of 6 = 50%)
Behavior	39,	89,	50,	56,	-,	66	(5 out of 6 = 83%)
D. The self in relation to the social community							

Identity	62,	68,	-,	47,	-,	-	(3 out of 6 = 50%)
Acceptance	-,	-,	-,	4,	10,	16	(3 out of 6 = 50%)
Behavior	-,	28,	-,	-,	-,	51	(2 out of 6 = 33%)

E. The self in relation to
Values

Identity	-,	-,	-,	86,	-	-	(1 out of 6 = 16%)
Acceptance	92	,96,	-,	-,	98,	9	(4 out of 6 = 66%)
Behavior	-,	-,	-,	23,	29,	-	(2 out of 6 = 33%)

F. Self criticism	-,	74,	67,	41,	36,	30,	24,	6,	12,	18	(9 out of 10 = 90%)
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Adolescent 5 scored 52 out of 100, which gave her a stanine of 3. This indicates a low self-concept.

Interpretation of the subsections of the subtests

- *Identity.* Adolescent 5 scored positively in terms of identity for the self in relation to family and relatives. For the self in relation to the social community, she scored at an average level, whilst for the physical self she scored below average. With regard to the personal self and her identity in terms of values, she scored well below average. Therefore, in most aspects of identity, her concept of herself is below average.
- *Acceptance.* Adolescent 5 scored well above average in her acceptance of her physical self. She scored at an above average level for her acceptance of a value system. However, she scored at an average level in her acceptance of her personal self, of herself in relation to family and

relatives and herself in relation to the community. This indicates that Adolescent 5 is generally accepting of herself.

- *Behavior.* Adolescent 5 scored extremely well with regard to her behavior in relation to the family and relatives. She scored at an average level with regard to her behavior relating to the physical self. However, she scored below average with regard to behavior related to the personal self, behavior related to the social community and her value system. This indicates that Adolescent 5's behavior in relation to the different aspects of the self is generally average to below average.
- *Self-Criticism.* Adolescent 5 scored 90% for self-criticism, indicating that she can be very critical of the self and this may impact negatively on the self. It may be more positive if she could be more self-accepting.

5.3.5.3 A semi-structured interview with the primary caregiver and the adolescent

The purpose of this interview was to present open ended questions to the respondents, in order to evaluate if their conscious thoughts on the subject of emotional intelligence, complemented or opposed the results of their tests and questions on emotional intelligence.

Question 1. How do you communicate your emotions within the family?

Primary Caregiver: " I express my emotions freely...if I am angry, I shout and if I am sad I cry and if I am happy, I smile and sing. I like everyone to know just where they stand with me and I hate moodiness and 'downness'....I just don't know what to do with it."

Adolescent: "If I am sad I start to cry and if I am angry I keep it inside and if I am happy, I express it openly."

Question 2. In what way do you feel your primary caregiver/adolescent is empathetic to your emotions?

Primary Caregiver: “ I think Adolescent 5 is aware of my emotions because I express them so openly, but she is not really empathetic in that she understands how I feel. She tends to get irritated and to withdraw.”

Adolescent: “ When I am in physical pain, I am told to take a disprin. My mother does not know when I am in emotional pain because I hide it... maybe I would get more sympathy if I showed it? So, no, my Mother is not very empathetic to my emotions.”

Question 3. Can you describe how you perceive your primary caregiver/adolescent to deal with his/her emotions?

Primary Caregiver: “ Adolescent 5 tends to keep a lot of her feelings inside. One part of me wants her to express her emotions and I get very frustrated when she drags around and then says that nothing is wrong. But at the same time, I can't help feeling that we need to deal with our problems ourselves and when Adolescent 5 cries and shows her sadness, I want it to stop and try to make it better. I also get irritated with that and tell her to stop being silly and to pull herself together, so I suppose I give her mixed messages.”

Adolescent: “Mom doesn't ever talk about her feelings, but she does show them. I find this really difficult because the problem keeps on coming back and the same things make her angry and sad each time. She never gets to make anything better or to find a way around things.”

Question 4. What changes, if any, would you like to occur within your family in relation to the expression and communication of emotion?

Primary Caregiver: “ I would like everyone to express their emotions but in a kind of controlled way...so that I can help them to get over it quickly. I feel uncomfortable when people get out of control and want to get things back into a comfort zone again.”

Adolescent: “When Mom and Dad have a fight, they never resolve anything. Dad just walks away and Mom cries or shouts and then they carry on as if nothing has happened and then it all comes back again. I would like us to be

able to sit down together and to talk about what makes us sad and happy and to try to work it out together. I am scared though and I sometimes think it is easier to just carry on as we are.”

Question 5. If I were to describe emotional intelligence as the ability to: be aware of your own emotions and those of others; to be able to label them correctly and communicate them and; to be able to put strategies into place to deal with them, how would you rate yourself and your primary caregiver/adolescent?

Primary Caregiver: “I feel that I am very aware of my own emotions and those of others but I am not always sure what they are about. I can put strategies into place to make them go away, but I am not sure that I deal with them appropriately all the time. For Adolescent 5, I think she is very aware of emotions, but definitely does not communicate them well and doesn’t seem to deal with them effectively either. She seems to just keep them inside and disregard them.”

Adolescent: “ My Dad is the worst, because he does not show his emotions much at all. My Mom shows hers, so she is obviously aware of them, but she does not always know how I am feeling. She can’t talk about them and do something positive, so it’s easier to just pretend that everything is perfect and often it goes away by itself. I feel that I am aware of my own and other people’s emotions and they often make me feel sad and depressed. But I just pretend that I haven’t seen them because it is easier not to become too involved, so I suppose that I really don’t do much to make things better.”

Question 6. How have you experience the testing and the feedback?

Primary Caregiver: “It is just as I thought, Adolescent 5 either withdraws and holds back all her emotions, or becomes over emotional and is over the top in her reaction. It makes me feel helpless and a little angry. It was an interesting exercise.”

Adolescent: “I found it all rather scary and threatening...it’s strange the way you can tell so much about a person from such a few little things. I find it

difficult to talk about private things so this was hard for me. I am sure my Mother enjoyed it.”

With regard to emotional intelligence, it is interesting to note how Mother 5 wants her daughter to express her emotions as she does, but finds this overwhelming and inappropriate and then tries her best to shut the emotion down, before it becomes uncontrollable. This echoes both the laissez-faire parenting style and the dismissing style, both of which she scored very high in. Emotion coaching was below average and it is possible to note from the interview that no emotion coaching or strategies to resolve issues are put into place. The result is that Adolescent 5 feels unable to show her emotions and does not deal well with her feelings. She scored below average on the self-concept scale and only one aspect of her personality concurred with emotional intelligence. On the whole she showed lowered emotional intelligence.

5.4 SUMMARY OF FINDINGS

5.4.1 Family 1

It is interesting to note that Adolescent 1's emotional intelligence is generally low, even though his primary caregiver, Mother 1, scored highest as an emotion coach (95%) in her parenting style. This does not concur with the findings of Whiteside and Mansell (1996:68) who found that the interaction between the child and the primary caregiver is highly indicative of the subsequent social, cognitive and behavioral levels of the child.

The effects of the emotion coaching parenting style, also termed the authoritative parenting style, is that the off-spring learn to trust and self regulate their own emotions, develop problem solving skills, experience high self concept and are able to form friendships and relationships well (Gottman 1997:52). The results of the questionnaire, test and interview that Adolescent 1 completed, do not show any of the above. Although Mother 1 also scored at an above average level in the laissez-faire parenting style (60%), there is still a 35%

difference, which indicates that she uses the emotion coaching style predominantly.

Adolescent 1 did not display any of the personality factors that were selected to indicate emotional intelligence. This construct has been defined by Salovey and Mayer (1990:188) and Mayer and Salovey (1993:435) as a sub-set of social intelligence that includes the following: the ability to monitor feelings and emotions that concern the self as well as others, the ability to discriminate between them and the ability to use this information to guide one's own thoughts and actions (see 3.6). Where high anxiety on the second order factors of the HSPQ tends to indicate low intelligence, Adolescent 1 has a high score. With regard to extroversion, his score is very average, indicating moderate emotional intelligence.

His self-concept is low. In terms of his identity, he has an above average concept of all the different aspects of the self (the physical self, the personal self, family and relations, the social community and his value system), whilst he appears to be non-accepting of these same aspects of the self. His behavior tends towards withdrawal and anti social behavior and he is extremely self critical (90%), which may indicate too much self-awareness and negativity.

5.4.2 Family 2

It appears from the research that was undertaken, that Adolescent 2 experiences above average emotional intelligence in most aspects of her testing. Her primary caregiver, Mother 2, is predominantly an emotion coach (91%) and uses a laissez faire parenting style as a second parenting style (80%). This would concur with the literature (Gottman 1997:52; Baumrind 1996:412; Crosbie Burnett & Giles-Sims 1994:394) that the authoritative style of parenting (also known as the emotion coaching style) should result in an adolescent who is able to reason autonomously, respond in a pro-social manner, develop a positive self concept and regulate their own emotions. Adolescent 2 scored positively on three of the factors that were selected to indicate emotional intelligence on the High School Personality Questionnaire.

These were: a high Factor A score (outgoing); a high factor F score (care-freeness; and a low factor J score (zestfulness). This indicates moderate emotional intelligence. With regard to the second order factors, Adolescent 2 shows good emotional intelligence, in that she shows average anxiety and has a high extroversion score indicating an ability to socialize effectively. Adolescent 2 scored positively on the self-concept test indicating good emotional intelligence. She displayed an above average self-identity, and showed herself as extremely accepting of the different aspects of the self, namely the physical self, the personal self, the family and relations, the social community and her value system. Her behavior seems to be consonant with her feelings in all aspects. Adolescent 2 tends towards being self critical, but as this also relates to self- awareness, it is difficult to measure in terms of emotional intelligence.

5.4.3 Family 3

Adolescent 3 appears to have achieved above average levels of emotional intelligence, based on the results of the test, questionnaire and interview that he completed. His primary caregiver, Mother 3 scored highest as an emotion coach (91%), followed by the dismissing parenting style (76%). This means that she predominantly uses the emotion coaching parenting style and therefore the concepts posited by the researchers (Gottman 1997:52; Baumrind 1996:412; Crosbie Burnett & Giles-Sims 1994:394) that this should result in emotional intelligence in offspring exposed to this type of parenting, is borne out. With regard to the High School Personality Questionnaire, Adolescent 3 achieved 3 factors, which indicate good emotional intelligence. These were a high score for Factor A (outgoing); a high score for Factor C (emotional stability) and a high score for Factor F (care-freeness). This indicates moderate emotional intelligence. In relation to the second order factors, good emotional intelligence was indicated in that Adolescent 3 achieved an average anxiety score and a high score for extroversion. In relation to the self-concept test, Adolescent 3 achieved a moderate score indicating moderately good emotional intelligence. With regard to his identity, all the aspects of the self were positive, namely, the physical self, the personal self, family and relations, the social

community and his value system. He showed a general acceptance of all the aspects of the self. For the sub-system of behavior, Adolescent 3 behavior appears to be consonant with his feelings. With regard to self criticism, Adolescent 3 scores 70% which shows above average self criticism which may be negative, but also a good deal of self awareness which is positive.

5.4.4 Family 4

Adolescent 4 appeared to be moderately emotionally intelligent, according to the questionnaire, test and interview that he completed. His primary caregiver, Mother 4's parenting style was predominantly laissez-faire (otherwise called permissive) (90%), followed by emotion coaching (73%). According to the literature (Gottman 1997:50-68; Gladwell 1998:59; Abelman 1991:23) the type of parenting and child rearing that the adolescent has been exposed to, influences the way in which his social and moral behavior develops, in short, his emotional intelligence. In this regard, it is interesting to note that Adolescent 4's emotional intelligence is moderate, given that the main style of parenting that he has been exposed to is the laissez-faire style. With regard to his profile on the High School Personality Questionnaire, he achieved two factors that indicate emotional intelligence. These are a high score for Factor F (care-freeness) and a high score for Factor G (conscientious). With regard to the second order factors, Adolescent 4 scored above average on the anxiety scale, which is not indicative of emotional intelligence, but also above average on the extroversion scale, which indicates moderate emotional intelligence. Adolescent 4 scored well on the self-concept test, indicating good emotional intelligence. For the identity sub-system, he scored very well on all aspects, namely, the physical self, the personal self, the family and relations, the social community and his value system. He appears to be generally accepting of all aspects of the self and his behavior is generally consonant with his feelings. With regard to self-criticism, Adolescent 4 scored 80%, which indicates high self-criticism with high self-awareness. This may be negative.

5.4.5 Family 5

Adolescent 5 scored low on emotional intelligence in almost all of the tests she was exposed to. Her primary caregiver uses the laissez-faire parenting style predominantly (92%), followed closely by the dismissive parenting style (80%). This may explain Adolescent 5's lowered emotional intelligence, in that she hardly receives any emotion coaching (45%). Adolescent 5 achieved one factor in the High School Personality Questionnaire that indicated emotional intelligence. This is a high score for Factor F (care-freeness). With regard to the second order factors, Adolescent 5 scored a very high score for anxiety, which indicates low emotional intelligence, and an average score for extroversion, which indicates moderate emotional intelligence. With regard to her self-concept, Adolescent 5 scored in the low range, indicating low emotional intelligence. In most aspects of identity, namely, the physical self, the personal self, the family and relations, the social community and her values, she scored below average, indicating lowered emotional intelligence. She appears generally to accept all aspects of the self. Her behavior shows below average for the personal self, the social community and values, whereas she achieved at a higher level for the physical self and family and relations. Adolescent 5 tends to be extremely self critical and scored 90% for this sub-system.

5.5 INTEGRATION AND HOLISTIC INTERPRETATION

Of the five families that participated in this research, three of the primary caregivers used the emotion coaching style of parenting predominantly and two used the laissez-faire parenting style predominantly. Of the families in which the three primary caregivers used the emotion coaching style predominantly, it appears that one adolescent showed lowered emotional intelligence in all areas, namely: the High School Personality Questionnaire, the Adolescent Self Concept Test and the semi-structured interview and the other two adolescents showed above average emotional intelligence in all areas. Of the families in which the two primary caregivers used the laissez-faire style of parenting

predominantly, one adolescent showed lowered emotional intelligence in all aspects, whilst the other adolescent showed lowered emotional intelligence on the High School Personality Questionnaire and above average emotional intelligence on the second order factors and the Adolescent Self Concept Scale. It is interesting to note that the adolescent with aspects of emotional intelligence that are both lowered and above average, grew up with a primary caregiver who predominantly used the laissez-faire style of parenting (90%), but also used the emotion coaching parenting style (73%). The adolescent who showed lowered emotional intelligence in all aspects, grew up with a primary caregiver who predominantly used the laissez-faire style of parenting (92%) followed by the dismissing style of parenting (80%) and the emotion coaching style of parenting was very low (45%).

The following graph indicates the results of the research. The first column deals with the parenting styles of each family. The two predominant parenting styles have been recorded for each family. The second column shows the number of personality factors that the adolescent scored, which were related to emotional intelligence, as well as the overall level of emotional intelligence. The third column shows the results of the second order factors of the personality questionnaire, which indicate the anxiety levels and the extroversion levels of the adolescent. A level of emotional intelligence is then estimated. The last column shows the results of the self-concept test for the adolescents in each family. The results are indicated as below average, average or above average and the level of emotional intelligence is inferred from this.

TABLE 5.11 THE PARENTING STYLES AND THE EMOTIONAL INTELLIGENCE OF THE ADOLESCENTS

PARENTING STYLES	HSPQ RESULTS OF ADOLESCENT	2nd ORDER FACTORS OF ADOLESCENT	SELF CONCEPT OF ADOLESCENT
FAMILY 1			
Emotion Coach 95%	No Factors Low EQ	High Anxiety Average	All aspects below average

Laissez-faire 60%		Extroversion Low EQ	Low EQ
FAMILY 2			
Emotion Coach 91%	3 Factors Average EQ	Average Anxiety High extroversion Good EQ	All aspects above average High EQ
Laissez-Faire 80%			
FAMILY 3			
Emotion Coach 91%	3 Factors Average EQ	Average Anxiety High extroversion High EQ	All aspects Above average High EQ
Dismissing 76%			
FAMILY 4			
Laissez-Faire 90%	2 Factors Low EQ	Above Average Anxiety Above average Extroversion Moderate EQ	All aspects above Average High EQ
Emotion Coach 73%			
FAMILY 5			
Laissez-Faire 92%	1Factor Low EQ	High Anxiety Average Extroversion Low EQ	Nearly all aspects Below average Low EQ
Dismissing 80%			

The general pattern obtained in this research is that primary caregivers who used the emotion coaching style of parenting predominantly, tended to have adolescents who showed average to above average emotional intelligence. Parents who used other styles of parenting (laissez-faire and dismissing) tended to have adolescents who showed below average emotional intelligence.

The following hypotheses were formulated to explore the following research problem, "What role do parents play in the development of emotional intelligence in their adolescent children?". An attempt will be made to validate these hypotheses in light of the research that was undertaken.

- The role of parents is an important influence in the life of the adolescent. This appears to have been validated in this study in that the adolescents with primary caregivers, who used the emotion coaching style predominantly, seemed to have been influenced by their parents in the level of emotional intelligence that they attained.
- Different parenting styles result in different behavior in their adolescent youth. It appears from the study that different styles of parenting did result in different levels of emotional intelligence in adolescents.
- The development and identification of emotions fosters the development of emotional intelligence. It appears that the adolescents who were more able to identify emotions had developed higher emotional intelligence.
- Empathy is related to emotional intelligence in that it relates to the appraisal and expression of emotion in the self and in others. It appears from the study, that the adolescents who felt they were more empathetic and emotionally aware, showed higher emotional intelligence, than those who felt that they were not.
- The model of emotional intelligence posited by Salovey and Mayer (1990) does seem to differentiate clearly between the different constructs of emotional intelligence and was well suited to this study.
- Emotional intelligence appears to play an important role in the lives of adolescents in that they show a better self-identity as well as an acceptance of the different aspects of the self and their behavior is more consonant with their feelings. These adolescents tend to be more outgoing, emotionally mature and empathetic and have good ego integration.

The following chapter will deal with the resume of findings, implications, recommendations and suggestions for future research.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

6.1 INTRODUCTION

The previous chapters have paid special attention to the role of parents in the development of emotional intelligence in adolescents.

In this chapter, a resume will be outlined, of the research that was undertaken. Findings derived from both the literature study and the empirical research will be outlined. This will be followed by conclusions, recommendations and suggestions for further research.

6.2 THE AIMS OF THE INVESTIGATION AND THE EXTENT TO WHICH THESE AIMS HAVE BEEN MET

The researcher stated in chapter one (1.3.1), that the study was generally aimed at analyzing and evaluating the nature of the parenting style used by the primary caregiver, especially that of emotion coaching, as well as emotional intelligence and how it is manifested in the personality of the adolescent, the nature of adolescence and the importance of self concept for the adolescent. Special focus was mentioned, on the role of parents in the development of emotional intelligence in their adolescent youth, specifically related to parenting style. Specific aims (1.3.2) were divided into a literature search to cover certain areas and an empirical investigation to verify certain suppositions. These areas and suppositions are summarized below in question form and the outcome of the research is indicated in Tables 6.1, 6.2, 6.3.

- What is the nature of emotions?
- Which kind of emotions are experienced by the adolescent?
- In which ways do adolescents overcome emotional problems?
- What is the meaning and nature of emotional intelligence?

- Is it possible to establish emotional intelligence by means of a personality profile?
- Is self-concept related to emotional intelligence?
- What are the stages of development of the adolescent?
- How do the earlier stages influence the adolescent?
- What is the nature of parenting styles?
- What is the effect of these parenting styles on the adolescent?
- How do these parenting styles affect the level of emotional intelligence of the adolescent?
- Do parents play a role in the development of emotional intelligence of their adolescent?
- Is emotional intelligence taught or innate?
- Does emotion-coaching result in higher levels of emotional intelligence in adolescents who have been exposed to it?
- Can parenting styles be established by means of a self-test on parenting styles?

This study dealt with the role of parents in the development of adolescents' emotional intelligence.

The main aims of this literature study were therefore:-

- To identify the predominant parenting styles of the primary caregivers in the families that participated in this study by means of the self test for parenting styles;
- To identify the personality characteristics of the adolescents who participated in this study by means of the adolescent self-concept test and the high school personality questionnaire. These personality characteristics were specifically related to aspects of emotional intelligence.
- To ascertain if the parenting styles of the primary caregivers related in any way to the emotional intelligence of the adolescents, as measured by their personality profiles and the level of their self-concept.

- To use a semi-structured interview to ascertain the perceptions of the primary caregivers and the adolescents, with regard to aspects of emotional intelligence related to themselves and to each other.

TABLE 6.1 MAIN OBJECTIVES AND THE EXTENT TO WHICH THEY HAVE BEEN MET

MAIN OBJECTIVE	THE EXTENT TO WHICH THESE OBJECTIVES HAVE BEEN MET
1. To identify the predominant parenting style of the primary caregiver by means of the self-test for parenting styles.	The parenting styles were successfully identified by means of this test
2. To identify the personality characteristics of the adolescents who participated in this study by means of the adolescent self-concept scale and the high school personality questionnaire.	The personality characteristics of the adolescent participants were successfully identified by means of these tests.
3. To ascertain if the parenting styles of the primary caregivers related to the levels of emotional intelligence of their adolescent youth as seen in the results of their personality profiles and their levels of self concept.	The personality profiles and the levels of self concept of the adolescents – in short, their emotional intelligence - appeared to be related to the parenting styles that they had been exposed to
4. To use a semi-structured interview to ascertain the perceptions of the primary caregivers and adolescents with regard to their perceptions of emotional intelligence relating to themselves and to each other.	The semi-structured interview allowed insight into the perceptions of emotional intelligence in both themselves and each other, of the primary caregivers and the adolescents.

Qualitative research was used in this study, in an examination of what individuals are doing and how they interpret what is occurring, as well as participant observations, interviewing, and a focus on small groups (Morse 1994:43; De Vos 1998:46; Ambert et al 1995:880).

The sample consisted of 5 families, in which the primary caregiver and the adolescent youth participated. In all 5 families, the primary caregiver was the mother and the adolescents varied from 14 – 18 years of age, with 2 girls and 3 boys participating. Four of the five families were intact families, meaning that the parents of the adolescent respondents were still married and that no divorce had occurred. Within the one family, the mother had divorced her first husband, who was the father of the adolescent participant, when he was still a young child. She had subsequently remarried and this family had remained intact. The adolescent lived with his mother and his step-father but occasionally spent holidays with his biological father, who lived in another town.

6.3 FINDINGS FROM THE LITERATURE STUDY

Relevant literature (such as books, articles in subject-related publications and newspaper articles), were studied to investigate the above research question. Table 6.2 summarizes the suppositions from the literature with regard to the outcome in the practical situation.

TABLE 6.2 SUPPOSITIONS FROM THE LITERATURE AND OUTCOMES

<p>1. The role of parents is an important influence in the life of the adolescent.</p>	<p>The adolescents who experienced emotionally intelligent parenting in the form of emotion coaching from the primary caregiver, tended to be more socially competent, have better communication skills, exhibit better problem solving abilities and were more aware of their own and other</p>
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	<p>peoples' emotions – in short, displayed higher emotional intelligence.</p>
<p>2. Different parenting styles result in different behavior in their adolescent youth.</p>	<p>The primary caregivers whose parenting style was predominantly emotion coaching, had adolescents with a higher self concept and a larger number of the characteristics of emotional intelligence in their personality profiles, than the primary caregivers who used other parenting styles predominantly.</p>
<p>3. It appears that peers can influence the social abilities and emotional intelligence of adolescents.</p>	<p>Although this study did not specifically research the influence of peers on the social abilities and emotional intelligence of adolescents, the results show clearly that the adolescents who were exposed to emotionally intelligent primary caregivers, in the form of emotion coaching, were more socially adept and displayed better self concepts and more characteristics of emotional intelligence than those who were not. This shows the important influence of significant adults on the adolescents, as well as the importance of parental warmth, acceptance and consistence.</p>
<p>4. Emotions need to be developed and identified in order to foster the development of emotional intelligence.</p>	<p>It appears from the study, that the adolescents who were exposed to emotion coaching, defined themselves as more aware of their own emotions and those of others,</p>

	and were able to relate and function well on a daily basis. In short, they were able to learn about emotions from their primary caregivers.
5. Empathy is an important variable in the concept of emotional intelligence.	Adolescents who had grown up with a primary caregiver who practiced emotion coaching, perceived themselves to experience empathy and an accurate knowledge of their own emotions and of others' emotions.
6. Aspects of emotional intelligence are focused upon in this dissertation.	The appraisal and expression of emotion in the self and others, the regulation of emotions in the self and others as well as the utilization of emotional intelligence was focused upon and the primary caregivers and the adolescents answered questions in the semi-structured interview on these points.
7. Criticisms of emotional intelligence as a separate and viable construct have been dealt with effectively.	The original model posited by Salovey and Mayer (1990) has been found to be the most cohesive and comprehensive, with good internal reliability and evidence of validity. This model has been used in this study and it appears to have addressed the criticisms that have been leveled against emotional intelligence as a viable construct.
8. Emotional intelligence plays an important role in the lives of adolescents.	Emotional intelligence does seem to have been an important aspect for the adolescents who participated in this

	<p>study. The respondents who were more emotionally intelligent, experienced a higher self-concept, more empathy, better problem solving skills and appeared to be more persistent and self controlled.</p>
<p>9. Emotional intelligence is learned and the brain is enormously malleable until adolescence.</p>	<p>This highlights the importance of educators, in the form of parents, to teach healthy emotional responses and emotional intelligence to their children and adolescents. It appears that in the case of the primary caregivers who used emotion coaching as a parenting style, their adolescents showed more signs of emotional intelligence and this indicates the importance of parents as educators in this regard.</p>
<p>10. Personality development is relevant in the quest for identifying emotional intelligence in adolescents.</p>	<p>In support of the literature, this study has shown that where emotion coaching has taken place on the part of the primary caregiver, the personality profile of the adolescent has shown higher numbers of factors that relate to emotional intelligence.</p>

6.4 FINDINGS FROM THE EMPIRICAL RESEARCH

After having gone through the literature, the researcher undertook an empirical study. A self-test for parenting styles was administered to the primary caregivers. The high school personality questionnaire for adolescents and the adolescent self-concept scale was administered to the adolescent participants. Finally, both the primary caregivers and the adolescents participated in a semi-

structured interview, which explored their perceptions of their own emotional intelligence and that of each other.

Qualitative analysis was used to interpret and analyze the gathered information and to establish if the following suppositions, made in Chapter 1, were met.

TABLE 6.3 THE AIMS OF THE EMPIRICAL STUDY AND THE OUTCOMES

SUPPOSITIONS	OUTCOMES OF THE RESEARCH
1. Parents play an important role in the development of emotional intelligence in their adolescent children	It appears that primary caregivers who used emotion coaching produced adolescents with higher emotional intelligence, therefore this supposition appears to have been verified
2. Emotional intelligence is taught rather than innate	Because adolescents who were exposed to emotion coaching generally experienced higher emotional intelligence, this tends to support this supposition. However, it is also possible that the adolescents may have been genetically predisposed to be more emotionally intelligent due to the fact that their biological parent (the primary caregiver in the study) was more emotionally intelligent. Therefore this finding is not conclusive.
3. Emotional intelligence can be observed in the personality profile of the adolescent.	It appears from the study, that it is possible to observe emotional intelligence in a personality profile and the adolescents who had been exposed to emotion coaching, exhibited more of the factors related

	<p>to this concept. However, the results were somewhat disappointing in that the researcher was expecting a higher number of factors indicating high emotional intelligence. It is possible that other factors could have been included in the study and may have impacted more clearly.</p>
<p>4. Parenting is an important determinant of emotional intelligence in adolescents.</p>	<p>This supposition appears to have been supported in the study, in that the parenting received by the adolescents from the primary caregivers, resulted in different levels of emotional intelligence.</p>
<p>5. Emotion coaching as a parenting style results in a higher level of emotional intelligence in the adolescents who have been exposed to it.</p>	<p>This supposition was well supported in the study, as the majority of adolescents exposed to emotion coaching, exhibited higher emotional intelligence, than those who were not exposed to this style of parenting.</p>
<p>6. Parenting style can be established by means of a self-test on parenting styles.</p>	
<p>7. Emotion coaching as a parenting style, results in a higher level of emotional intelligence in the adolescents who have been exposed to it.</p>	<p>In general, the adolescents who had been exposed to this form of parenting, showed higher levels of emotional intelligence. This appears to verify this supposition.</p>

6.5 SUMMARY OF THE FINDINGS OF THIS STUDY

In summary, the findings of this study show differences in emotional intelligence between the adolescents who were exposed to an emotion coaching style of parenting and those who were not. The mothers in this study were found to be the primary caretakers and perceived themselves to be most involved in the bringing up of their adolescents. As such, they were valuable in terms of their input with regard to their adolescents.

Table 6.3 shows the parenting style in relation to the level of emotional intelligence of the adolescents. There seems to be a relationship between the primary caregivers who used the emotion coaching style predominantly and the higher level of emotional intelligence of the adolescents who were exposed to this style of parenting. This is not true for one family, where the primary caregiver received a high score for emotion coaching and yet her adolescent son, scored at a low level for emotional intelligence with no factors relating to this concept in his personality profile, and a very low self concept. This is at odds with the rest of the study and with the suppositions of the literature, elucidated above. There may have been some confounding factors, in that he is the only respondent whose parents were divorced when he was a young child and he has been living with a step father and visiting his biological father for holidays. In addition, his siblings are related to his step-father and with the large age difference (approximately 9 years), he may have been treated differently within the family. His primary caregiver described him in the semi-structured interview, as experiencing communication problems and as unable to express his emotions openly. The adolescent concurred with the primary caregiver in his perceptions of her style of parenting, indicating that she had displayed a predominantly emotion coaching style of parenting towards him. It would be interesting to study a larger group of adolescents with a similar background to discover whether there are any similarities, in order to determine the causes. This may throw some new light on the present study of emotional intelligence and parenting styles.

The perceptions of the primary caregivers in relation to their own emotional intelligence and that of their adolescents, was in keeping with the perceptions of the adolescents in relation to their own emotional intelligence and that of their primary caregivers. This concurred with the findings from the tests and questionnaires, in that the adolescents with higher emotional intelligence and a medium to high self-concept, perceived their primary caregivers to be emotionally intelligent in the way that they had parented. On the other hand, the adolescents with lowered emotional intelligence and medium to low self-concepts, perceived their primary caregivers to have lowered emotional intelligence in the way that they had parented. This would suggest that how parents communicate with, empathize with, relate to and behave in the presence of their adolescents appears to be crucial to their socializing abilities and level of emotional intelligence. Therefore the findings in relation to the parenting style factors of control and nurturing indicate positive support for the emotion coaching style (authoritative style) on the part of the primary caregivers.

6.6 RECOGNIZING THE LIMITATIONS

In examining the emotional intelligence of adolescents in relation to the parenting style that they have been exposed to, it is recognized that the results cannot be directly extended to other types of parenting or children. Emotional intelligence was the focus of this study. Because of the constraints of factors such as availability and the costs involved, the sample of the empirical study was small. The implications of the characteristics of the sample drawn for the purpose of this study, are that the participants who were exposed to primary caregivers who used a predominantly emotion coaching style of parenting, displayed higher levels of emotional intelligence in all aspects that were measured.

Whilst recognizing the primary caregiver as an important mechanism in the transmission of the different aspects of emotional intelligence, namely the recognition or appraisal of emotions in the self and others, the correct labeling

and communication of these emotions and the ability to be constructive in handling them, the contribution by a complex interaction of other components such as peer influence, social institutions and the impact of other significant members of the family, is not disputed. It is recognized by the researcher that the inclusion of the influence of the secondary caregiver, in the case of the father in these families, as well as the implication or influences of siblings, may have shed more light on the subject and may have produced a different picture, or at least explained certain variables. The literature has recognized the importance of the father in the family and it is interesting to note that the primary caregivers in all five families involved in this study were perceived to be the mother figure.

Although the literature has shown that personality is an important aspect to consider in terms of an individual's emotional intelligence, it is possible that different personality factors may interact in various ways to produce different effects. Other personality factors may have been included in this study and might have then revealed differing results.

It must also be recognized that a cross sectional assessment may misrepresent patterns of similarity and dissimilarity. A longitudinal study on the same subjects over a longer time period would more likely yield more conclusive results. In other words, the study in years to come, of the parenting styles of the adolescents in this study, may yield valuable longitudinal data on the influence and efficacy of the parenting that they were exposed to and the parenting style/s that they decide to use eventually.

A linear and unidirectional model also holds limitations. Socialization and the acquisition of emotional intelligence is a bi-lateral process, involving continual negotiation and influence. It appears that the very nature of parenting and the continual interaction that is the essence of the parent-child relationship may lead to changes within both the parent and the child. Whilst it is true that children/adolescents are socialized by their parents and significant others in their environment, as well as learning emotional intelligence, it is also true that the adults concerned, are also socialized and made to re-evaluate their stance

with regard to emotional intelligence, by these same children/adolescents. Significant changes occur on both sides in relation to their life-world and environment, due to the child-rearing process. It may therefore be propitious to examine the effects of children/adolescents on the development of emotional intelligence in their primary caregivers and how their parenting styles have evolved due to this.

6.7 CONCLUSIONS AND RECOMMENDATIONS

From the findings of this study, it may be concluded that emotional intelligence does appear to be higher in adolescents who have been exposed to a caregiver whose predominant style of parenting is that of an emotion coach. Perhaps of significance too, is the finding that the adolescents who displayed more of the characteristics of emotional intelligence as well as experiencing a higher self-concept, also perceived themselves and their primary caregiver accurately with regard to emotions. The adolescents who displayed less of the characteristics of emotional intelligence and experienced a low self concept, perceived their primary caregivers as less empathetic, as communicating their emotions less effectively and as less able to put strategies into place to deal with their emotions – in short, as less emotionally intelligent.

Parenting style, therefore, would appear to be related to a nurturant interaction with open communication and empathy. A moderate control appears to be an important element of this interaction in that it involves caring and interest, rather than authority at all costs. The amount of control is linked with the age level of the child/adolescent, with a gradual lessening of authoritarian controls as the child moves into adolescence and a move towards emotion coaching and the encouragement of an inner locus of control. Further study could possibly link control with emotional intelligence and the efficacy of control measures during adolescence that are used in the emotion coaching style of parenting.

The role of the father (which was mentioned as a limitation in 6.6) was not dealt with in this study, purely because the focus was on the role of the primary

caregiver, who in this study, happened to be the mother figure. However, the speculation is that as father's interact, communicate with and nurture their children, their relationship is equally meaningful and may result in emotionally intelligent behavior. Encouragement and opportunity for the development of good fathering skills could impact positively on the development of emotional intelligence in adolescents. Further study could profitably be given to the father-child relationship and the parenting style that the father uses predominantly, how this interacts with the parenting style of the mother and how this develops emotional intelligence in the adolescent.

Although the adolescent self-concept scale appears to reflect accurately the level of self-concept of the adolescent, which is related to emotional intelligence, the high school personality test yielded disappointing results with regard to the factors that were chosen to represent emotional intelligence. The literature does point to the importance of the personality factors in an analysis of emotional intelligence and although these have shed some interesting light on the subject, further study may be advantageous in discovering a more effective method to diagnose emotional intelligence in adolescents.

The size of the sample is too small to make meaningful generalizations to the general population and further research using larger sample groups, controlling for different variables and including other aspects may be advantageous in this regard.

It seems from the above that effective parenting interventions are needed, both to enhance the adolescent's development, as well as to address any dysfunction in the parenting. An accurate and comprehensive understanding of parenting style has important implications for establishing appropriate intervention, prevention and treatment programs (Newcombe & Loeb 1999:188). More information needs to be accessible for parents on the emotion coaching style of parenting and it may be encouraging to see more use made of video and audio formats. Parents have more influence on adolescents than any other group of adults and of all parents, it is the group who have adolescents that tend to suffer from the lowest self-confidence (Coleman 1997:49-50). Part

of the intervention program could also take place within the educational system, as this seems to have been effective in encouraging emotionally intelligent behavior in adolescents. Further research into the efficacy of such a program in South African schools may be advantageous.

6.8 CONCLUDING REMARKS

In this research, a small sample was used in order to evaluate the role of parents in the development of emotional intelligence in adolescents. It is hoped that the results of this small investigation will point the way for further investigation into the very real importance of emotionally intelligent behavior on the well-being of our youth, as well as the important influence that our educators in the form of primary caregivers, have on the development of emotional intelligence in our adolescents. It seems significant that if parents as educators can inculcate emotional intelligence in their adolescents, the chances of future generations to be more emotionally intelligent, will be enhanced. This may in some way alleviate the stress that is evident in our adolescents of today and may help them to reach their potential and to become the self-actualizing adults of tomorrow.

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Dear

I am currently studying for an M.Ed degree in Educational Psychology at the University of South Africa.

Part of my studies will be to investigate the role of parents in the development of adolescent's emotional intelligence.

Emotional intelligence is becoming recognised as an important component of the coping skills of an individual. How an individual relates to his or her world depends on the level of emotional intelligence that they possess. As such, it seems to be an important concept to encourage in our children and adolescents. This research will attempt to measure emotional intelligence in your adolescent by means of 2 questionnaires. A self-test to determine your parenting style will be administered and then both the primary caregiver and the adolescent who have participated in this study, will be asked to take part in a semi-structured interview. I would like to assure you of the strictest confidentiality and that all names will be changed before the results are recorded.

I am looking for 5 families to participate in the above and the adolescent should be between the ages of 14 and 18 years of age. I would greatly appreciate your assistance in my research.

If you are interested in the above programme, please sign your name below for yourself and on behalf of your adolescent.

Thank you for your support.

Yours sincerely

.....
Carol-Anne Wootton

.....
Primary Caregiver

Appendix ii

PSYCHOMETRIC FEATURES OF THE SELF CONCEPT SCALE

	Maximum Score	Average Score	Stand. Deviation Score	Reliability -K-R20	K-P14	Average PJ	Average reliability
Full SC Test	92	70,7	10,5	0,850	0,851	0,707	0,104
Subtest A	18	12,6	2,7	0,624	0,627	0,702	0,150
Subtest B	18	12,6	2,6	0,704	0,705	0,702	0,174
Subtest C	18	14,4	2,9	0,748	0,751	0,798	0,161
Subtest D	18	12,7	3,6	0,778	0,779	0,704	0,198
Subtest E	18	12,3	2,9	0,672	0,673	0,682	0,158
Subtest F	10	6,1	2,1	0,563	0,563	0,610	0,210

Appendix iii

INTERCORRELATION MATRIX OF THE RELIABILITY COEFFICIENTS OF THE SELF CONCEPT SUBTESTS

	A	B	C	D	E	F
A	1,000					
B	,607	1,000				
C	,346	,393	1,000			
D	,517	,602	,273	1,000		
E	,372	,531	,432	,302	1,000	
F	-,248	-,393	-,199	-,149	-,430	1,000
Reliability Coefficient	,624	,704	,748	,778	,672	,563
Standard deviation	2,754	3,171	3,007	3,611	2,897	2,114

All the correlations are highly significant (Vrey & Venter,1983:15). For significance at the 0,01 level, $R = 0,172$ (0,05 is $R = 0,148$). In studying this matrix it is evident that all the subtests indicate a large common factor. Because the distribution of the raw scores is negatively skew, they were normalized by converting the raw scores into stanines. Stanines are normally distributed standard scores between one and nine. A perfectly normal distribution of stanines has a mean of 5 and a standard deviation of 1,96 (Very & Venter 1983:17). Scores on the self-concept test are divided into high, medium and low self concept on the basis of the stanine scores.

Appendix iv

**NORMS FOR RAW SCORES OF FIRST YEAR TEST
GROUP FOR SELF CONCEPT**

	Low	Medium	High
Raw Score	38 – 62	63 – 78	79 – 92
Stanine	1, 2, 3	4, 5, 6	7, 8, 9

ALL ANSWERS WILL BE TREATED IN THE STRICTEST OF CONFIDENCE - NAMES HAVE BEEN CHANGED FOR THIS REASON. THESE TESTS WILL ONLY BE USED FOR THE PURPOSES OF A RESEARCH DISSERTATION. I THANK YOU IN ADVANCE FOR YOUR ASSISTANCE.

BIOGRAPHICAL QUESTIONNAIRE

1. Which primary caregiver is answering this questionnaire? Male Female
2. Age group? 20-30 31-40 41-50
3. Are you employed or unemployed? Specify.....
4. If married, state number of years.....
5. Number of children in family.....
6. Age of adolescent participant.....
7. Order of birth of adolescent participant. First Second Third Fourth Fifth
8. Any birth difficulties?.....Specify.....
9. Which grade is the adolescent participant presently finishing?.....
10. How old is the adolescent participant?.....
11. Gender of adolescent participant? Male Female
12. Does he/she attend a Government or a Private School? (Circle)
13. Religious preference of family – Specify.....

A SELF-TEST: WHAT STYLE OF PARENT ARE YOU?

This self-test asks questions about your feelings regarding sadness, fear and anger – both in yourself and in your children. For each item, please circle the choice that best suits how you feel. If you are not sure, go with the answer that seems the closest and fill in why it was difficult for you to answer that particular question in the space provided. While this test requires you to answer lots of questions, try to stick with it. The lengthy design ensures that we cover most aspects of each parenting style.

T = True F = False

1. Children really have very little to be sad about. T F

.....

2. I think that anger is okay as long as it's under control. T F

.....

3. Children acting sad are usually just trying to get adults to feel sorry for them. T F

.....

4. A child's anger deserves a time out. T F

.....

5. When my child is acting sad, he turns into a real brat. T F

.....

6. When my child is sad, I am expected to fix the world and make it perfect. T F

.....

7. I really have no time for sadness in my own life. T F

.....

8. Anger is a dangerous state. T F

.....

9. If you ignore a child's sadness it tends to go away and take care of itself. T F

.....

10. Anger usually means aggression. T F

.....

11. Children often act sad to get their own way. T F

.....

12. I think sadness is okay as long as it's under control. T F
.....
13. Sadness is something one has to get over, ride out and not dwell on. T F
.....
14. I don't mind dealing with a child's sadness, so long as it doesn't last too long. T F
.....
15. I prefer a happy child to a child who is over emotional. T F
.....
16. When my child is sad, it's a time to problem solve. T F
.....
17. I help my children get over sadness quickly so they can move onto better things. T F
.....
18. I don't see a child's being sad as any kind of opportunity to teach the child much. T F
.....
19. I think when kids are sad, they have over emphasized the negative in life. T F
.....
20. When my child is acting angry she turns into a real brat. T F
.....
21. I set limits on my child's anger. T F
.....
22. When my child acts sad, it's to get attention. T F
.....
23. Anger is an emotion worth exploring. T F
.....
24. A lot of a child's anger comes from his lack of understanding and immaturity. T F
.....
25. I try to change my child's angry moods into cheerful ones. T F
.....
26. You should express the anger you feel. T F
.....

27. When my child is sad it is a chance to get close. T F

.....

28. Children really have very little to be angry about. T F

.....

29. When my child is sad, I try to help the child explore what is making him sad. T F

.....

30. When my child is sad, I show her that I understand. T F

.....

31. I want my child to experience sadness. T F

.....

32. The important thing is to find out why a child is feeling sad. T F

.....

33. Childhood is a happy-go-lucky time, not a time for feeling sad or angry. T F

.....

34. When my child is sad, we sit down to talk over the sadness. T F

.....

35. When my child is sad, I try to help him figure out why the feeling is there. T F

.....

36. When my child is angry, it's an opportunity for getting close. T F

.....

37. When my child is angry, I take some time to try to experience this feeling with him. T F

.....

38. I want my child to experience anger. T F

.....

39. I think it's good for kids to feel angry sometimes. T F

.....

40. The important thing is to find out why the child is feeling angry. T F

.....

41. When she gets sad, I warn her about not developing a bad character. T F

.....

42. When my child is sad, I worry about him developing a negative personality. T F

43. I'm not really trying to teach my child anything in particular about sadness. T F

44. If there is a lesson I have learnt about sadness, it is that it is okay to express it. T F

45. I'm not sure that there is anything that can be done to change sadness. T F

46. There is not much you can do for a sad child beyond offering her comfort. T F

47. When my child is sad, I try to let him know that I love him, no matter what. T F

48. When my child is sad, I'm not quite sure what she wants me to do. T F

49. I'm not really trying to teach my child anything in particular about anger. T F

50. If there's a lesson I have about anger, it's that it is okay to express it. T F

51. When my child is angry, I try to be understanding of her mood. T F

52. When my child is angry, I try to let her know that I love her, no matter what. T F

53. When my child is angry, I'm not quite sure what he wants me to do. T F

54. My child has a bad temper and I worry about it. T F

55. I do not think it is right for a child to show anger. T F

56. Angry people are out of control. T F

57. A child's expressing anger amounts to a temper tantrum. T F
.....

58. Kids get angry to get their own way. T F
.....

59. When my child gets angry, I worry about his destructive tendencies. T F
.....

60. If you let kids get angry, they will think they can get their way all the time. T F
.....

61. Angry children are being disrespectful. T F
.....

62. Kids are pretty funny when they get angry. T F
.....

63. Anger tends to cloud my judgement and I do things I regret. T F
.....

64. When my child is angry, it's time to solve a problem. T F
.....

65. When my child gets angry, I think it is time for a spanking. T F
.....

66. When my child gets angry, my goal is to get him to stop. T F
.....

67. I don't make a big deal of a child's anger. T F
.....

68. When my child is angry, I usually don't take it all that seriously. T F
.....

69. When I'm angry, I feel like I'm going to explode. T F
.....

70. Anger accomplishes nothing. T F
.....

71. Anger is exciting for a child to express. T F
.....

72. A child's anger is important. T F

.....

73. Children have a right to feel angry. T F

.....

74. When my child is mad, I just find out what is making her mad. T F

.....

75. It's important to help the child find out what caused the child's anger. T F

.....

76. When my child gets angry with me, I think "I don't want to hear this". T F

.....

77. When my child is angry, I think "If only he could just learn to roll with the punches." T F

.....

78. When my child is angry, I think "Why can't she accept things as they are?". T F

.....

79. I want my child to get angry, to stand up for himself. T F

.....

80. I don't make a big deal out of my child's sadness. T F

.....

81. When my child is angry I want to know what she is thinking. T F

.....

THANK - YOU