

CHAPTER ONE

ORIENTATION

1.1 BACKGROUND

“Emotional intelligence” has grown in popularity with theorists and practitioners alike who recognise the possibilities of such a concept in broadening the understanding of human potential. Traditionally, a person’s abilities, accomplishments and successes were predicted solely on verbal and performance-based tasks, known as general intelligence. This, according to Gardner (1999:19-21) was a restricted view of the scope of human potential. He argued that the assessment of intellect based solely on academic tasks is very limiting, as the brain has the ability to harbour an indefinite number of intellectual capacities. It is a person’s culture as well as his life opportunities that usually determine the exposure and development of particular capabilities within the individual. Although other researchers have attempted to broaden the concept of intelligence, it was Gardner (1999:41-43) who developed the concept of “multiple intelligences”. He included seven key areas: verbal, mathematical-logical, spatial, bodily-kinaesthetic, musical and finally the two personal intelligences: intrapersonal and interpersonal. This broadened view of intelligence has resulted in a greater admiration for a variety of abilities and skills within the human realm.

Emotional Intelligence can possibly be regarded as a combination of intrapersonal and interpersonal intelligences. However, in a society which regards emotions as disorganised interruptions to mental activity, it is not surprising that Salovey and Mayer begin an article on emotional intelligence by asking whether the concept “emotional intelligence” is merely a “contradiction in terms” (Salovey, Brackett, Mayer 2004: 2). Emotional Intelligence, as a relatively new construct, is still evolving: conceptual vagueness results in uncertainty regarding its possibilities. Theorists such as Pfeiffer (2001:138) refer to emotional intelligence as a “popular but elusive construct.” Zeider, Roberts and Matthews (2001: 265) exclaim, “slow down you move too fast,” referring to the limited scientific investigation in this fledgling field.

The scope of this dissertation is to examine the concept of “emotional intelligence” as defined by Mayer & Salovey (Salovey & Sluyter 1997:10). The Mayer & Salovey model (Salovey & Sluyter 1997:10) regards emotions as mental abilities, skills or capabilities which play a critical role in reasoning. This conceptualisation aims at recognising emotions as a distinct intelligence and not a set of personality traits or social skills. This model holds much potential in cementing the concept of “emotional intelligence” as a theoretically sound construct which can stand up to scientific scrutiny.

Mayer and Salovey are credited with first coining the term “emotional intelligence” (Pfeiffer 2001:138) and form the focus of this dissertation. The Mayer & Salovey model of emotional intelligence (Salovey & Sluyter 1997:10) details a set of specific skills, which are hierarchically arranged. An understanding of these skills allows practitioners, such as educational psychologists, to come to grips with a concept which is often regarded as vague and indistinguishable, and this allows for accessibility to practice. Pennington (2002:4) discusses the role of counselling centres as being “emotional remediators” rather than “developers.” The development of emotional intelligence skills in children has the potential to act as a preventative measure allowing for greater personal and mental accomplishment. Goldsworthy (2000:44) stresses the importance of emotional intelligence programmes and refers to it as “malleable, that is, capable of growth over a life span.” Emotional intelligence is therefore a dynamic process that can be developed in the individual.

The aim of this dissertation is to elaborate on an ability-based model of emotional intelligence, as formulated by Mayer and Salovey. Based on the knowledge gained from this investigation, the researcher aims to develop a performance-based assessment tool which can be used on children in middle childhood. The assessment tool will, at this stage, provide qualitative information regarding the emotional intelligence of the children assessed. The success of the assessment tool in accurately measuring emotional intelligence in children will determine whether the assessment could be further developed and standardised. Pellitteri (2002:11) comments that future research projects should focus on the development of instruments that measure the emotional development and emotional intelligence of children.

The previous section has aimed at providing a brief overview of the relevance of the term “emotional intelligence” and the researcher’s focus within this research project. The following section aims at extending the rationale for this research project by considering the researcher’s awareness and interest in the topic as well as explaining the specific research question that will be investigated. Reference will be made to relevant research material which will assist the researcher.

1.2 ANALYSIS OF THE PROBLEM

1.2.1 Awareness of the problem

The researcher’s interest in emotional intelligence began while reading Goleman’s book “Emotional Intelligence: Why it can matter more than IQ.” (1996). Although his book describes the popularised view of emotional intelligence, its importance possibly lies in its ability to change people’s perceptions regarding the role of emotions. Previously, the researcher was of the opinion that the emotional domain tended to be the more irrational, volatile characteristic of an individual. Emotional involvement in decision-making was therefore regarded as a flaw rather than an asset and that successful people should be able to ignore their emotions and give priority to logic and reason while making “rational” decisions.

After reading Goleman’s (1996) book, the researcher became more aware of her own emotional intelligence. Emotional availability was no longer regarded as an outpouring of emotions in an uncontrolled, impulsive manner. Rather it was regarded as an ability to recognise and suitably control emotions, to correctly read and understand the emotional repertoire of others in making use of emotions that aid decision-making and to deepen relationships with others through better emotional contact. The researcher started to realise that by harnessing one’s emotions, one can be more effective within one’s daily life.

The researcher was fortunate enough to attend an international conference entitled “Emotional Intelligence and Leadership” (2002: Durban). Peter Salovey was one of the keynote speakers. Salovey (EQ Conference: 2002) emphasised in his address that emotions are “adaptive, functional, able to organise thinking and subsequent behaviour and therefore help to focus us on what we need to do.” Many of the speakers (Orioli 2002; Gerry 2002) spoke about EQ programmes developed in business and schools respectively, and the better functioning and productivity of both workers and children once their emotional competence had improved. This EQ Conference made the researcher aware of the international trend towards developing emotional literacy in schools, businesses, families and communities.

The researcher’s exposure to the concept of emotional intelligence and the positive indications regarding the effects of emotional intelligence on human functioning made it a topic worth pursuing further. At the EQ Conference it was also emphasised that because “emotional intelligence” is a relatively new concept, much research is still needed to determine its relevance to the field of psychology, and that all research contributions would increase acceptability and understanding of such a term. The researcher decided that a greater understanding of the concept of emotional intelligence would have both professional and personal benefits.

1.2.2 Investigation and statement of the problem

Steiner (1993:3) comments that emotions are capable of empowering one if one takes notice of them and allows them to guide one’s judgement. A clear understanding of emotional intelligence therefore allows one to recognise its empowering ability. While investigating the literature, it became apparent that two models exist for emotional intelligence (Cobb & Mayer 2000:15.) The popularised view of emotional intelligence as proposed by Goleman (1996) is referred to as the “mixed model”, as emotional intelligence is grouped together with social competencies, traits and behaviours. The second model is referred to as the “ability model” and defines emotional intelligence as a set of abilities that provide relevant information to aid reasoning.

Salovey and Mayer have connected emotional competencies to cognitive components, explaining the role that emotions can play in reasoning. It is the cognitive, ability-based view of emotional intelligence that will be the focus of this dissertation. The model proposed by Mayer and Salovey, (Salovey & Sluyter 1997:10) will be explained in detail and will form the basis of the assessment tool developed by the researcher.

Most of the literature regarding assessment tools focuses on self-report scales such as the "BarOn EQ-i" (Bar-On & Parker 2000 321) developed by Bar-On as well as ability-based assessment tools such as "Multifactor Emotional Intelligence Scale" (MEIS) (Bar-On & Parker 2000 321), which was developed by Mayer and Salovey. The assessment of emotional intelligence has been criticised by many theorists who are not confident that such assessments stand up to scientific scrutiny. Schutte and Malouff (1999:13) comment that "a number of scales assess what may be components of emotional intelligence and a few scales attempt to measure global emotional intelligence." Pfeiffer (2001:138-141) asserts that emotional intelligence assessment tools tend to lack scientifically objective measures. This dissertation does not aspire to the challenge of developing a scientifically reliable assessment tool for emotional intelligence. It does, however, aim at developing a qualitative assessment tool which is able to increase the knowledge and insight regarding the development of emotional intelligence in children – information which could be valuable for an educational psychologist in understanding a child client.

The statement of the problem refers to the particular issue that this research project will explore. The problem needs to be specific and limited to ensure that the researcher can provide an in-depth analysis of the issue. The above information has guided the researcher's formulation of the "statement of the problem" for this dissertation.

The following informal questions can be asked while attempting to delineate the topic:

- What are the components of the ability-based model in emotional intelligence, and what are the practical applications of these components?
- What will be the best method to assess children for emotional intelligence?

- Can the tasks devised provide valuable information regarding the emotional intelligence of a child?
- What emotional understanding can be expected from children in middle childhood?
- What would the benefit be of assessing children's emotional intelligence, and how could this information be harnessed to assist the child's performance?
- What is the role of an educational psychologist, and would the information gained from an emotional intelligence assessment be useful in the therapeutic process?

Based on the above-mentioned questions, the researcher will explore the following research question:

Can a performance-based assessment, designed by the researcher, provide valuable information to an educational psychologist with regards to the emotional intelligence of a client in middle childhood?

The following section will outline the general and specific aims of this research study. The aims will help to focus the research study, making it easier to effectively answer the research question that has been proposed.

1.3 AIMS OF THE RESEARCH

The aims are divided into general and specific aims. The general aims, which will provide the focus of the theoretical aspect of the research project, will be discussed first. The theoretical component aims at providing an in-depth background of the topic being discussed. The specific aims, which refer to the empirical research to be conducted, include the practical applications of this dissertation.

1.3.1 General Aims : Literature study

The general aims of this dissertation are to:

- Establish an understanding of “emotions” and “intelligence” as two independent constructs.
- Establish the concept of “emotional intelligence” using the ability model as proposed by Mayer and Salovey (Salovey & Sluyter 1997:10).
- Establish a clear understanding of the specific components of emotional intelligence using the ability model.
- Establish an understanding of the development of emotions in children with an emphasis on middle childhood.
- Explore the issues associated with assessing emotional intelligence.
- Explore the value of emotional intelligence by considering it as a separate construct as well as taking into account its predictive ability. This will validate the importance of developing emotional intelligence in children.
- Explore the developmental aspects of emotional understanding in children. This will assist the researcher when designing the assessment tool as part of the empirical research project.
- Consider the role of the educational psychologist and determine whether a qualitative assessment tool would be valuable to the therapeutic process.

1.3.2 Specific Aims : An Empirical Study

The specific aims are to:

- Establish whether an assessment tool can be devised that incorporates the various aspects of emotional intelligence.
- Establish whether a group of children can be assessed using the assessment tool, and whether the information provided will be relevant and insightful to the understanding of a child’s emotional intelligence.
- Establish whether the information gained from the assessment has any correlation with the information received from a parent interview.
- Establish whether the information gained would be relevant and informative to an educational psychologist.

1.4 RESEARCH METHOD

The research procedure used in this dissertation is regarded as a qualitative research design. Leedy (1997:106) provides a list of the characteristics for qualitative research which includes describing and explaining, exploring and interpreting and tends to be process-orientated. It is an informative design, usually with a small sample group, making use of observations and interviews. Qualitative research reflects a personal point of view and follows flexible guidelines. Inductive analysis is emphasised, as ideas and solutions can be generated from the research conducted.

There are two parts to the collection of qualitative information in this research project. Firstly, the researcher will be involved in a literature study. The literature study will increase the researcher's understanding of the following:

- A definition of emotions and their role.
- A definition of the concept of "intelligence."
- Emotional intelligence as an ability-based construct, and a discussion of the various components which comprise this construct.
- A developmental understanding of children's emotional intelligence.
- The role of the educational psychologist and the practical relevance of a construct such as "emotional intelligence".
- The predictive elements of emotional intelligence in determining life success.

The second part of the data collection process will be an empirical research project which aims at implementing the following procedure:

- The researcher will design a performance-based assessment tool which will provide qualitative information regarding the emotional intelligence of children in middle childhood.
- A group of educational psychologists will be given a copy of the assessment tool together with a set of questions to answer. The responses from the educational

psychologists will be used to make modifications to the assessment tool before it is used on a sample group of children.

- A small group of children will be assessed by means of the assessment tool. The researcher intends to make use of a limited sample group which will be differentiated by age and gender. The results of each case will be presented in varying detail and comparative interpretations will also be made.
- Before a child is assessed, one parent will be asked to attend a structured interview. The researcher will formulate specific questions which explore the emotional intelligence demonstrated by the child in an informal environment.
- The data collection procedures will include observation of the child during the assessment and the tape recording of the child's responses to the tasks presented in the assessment process. These responses will then be transcribed and interpreted.

In order for the dissertation to remain focused, and to provide an in-depth analysis of certain concepts, the next section aims at limiting the issues included in this dissertation.

1.5 DEMARCATION OF THE TERRAIN

It is important for this dissertation to limit its focus to the following concepts listed below:

- The concept of "emotional intelligence" with specific reference to the components included in the ability model.
- The development of an assessment tool to evaluate emotional intelligence. The designed assessment will be suitable for children in middle childhood (8-11 years of age) and will be particularly suitable for English-speaking children.
- The assessment will be used by an educational psychologist to assess the emotional intelligence of children, with a view to providing therapeutic assistance to improve the child's coping strategies.
- The assessment will not provide a standardised score, but will provide qualitative information regarding each testee.

The next section will define important terms that are included in the title of this dissertation so that the reader has a clear understanding of these relevant terms.

1.6 CLARIFICATION OF THE CONCEPTS

The following terms will be explained briefly at this stage and explored more thoroughly in the literature study. The terms to be clarified are:

- Emotional Intelligence
- A performance-based assessment tool
- Middle childhood

1.6.1 Emotional intelligence

Salovey and Mayer's definition (Salovey & Sluyter 1997:10) is the most comprehensive, and will be accepted in this research dissertation. Their definition consists of four components:

- The ability to perceive, appraise and express emotions accurately.
- The ability to utilise emotional information to facilitate thought.
- The ability to understand emotional information.
- The ability to regulate emotions in order for emotions to aid our daily living.

The following abbreviations denote emotional intelligence: EI (Emotional Intelligence) or EQ (Emotional Quotient.) Emotional Intelligence is also referred to as emotional literacy by certain researchers such as Steiner (1999:11).

1.6.2 Performance-based assessment tool

According to Mayer and Salovey (Bar-On & Parker 2000 325) a performance-based assessment tool expects testees to actively partake in activities and tasks which demonstrate their skills and abilities. Instead of asking testees to report on their perceived view of their own emotional intelligence, they are asked to solve problems. This assesses the quality of their emotional reasoning.

1.6.3 Middle childhood

Louw (1991:311) distinguishes middle childhood as between the sixth and twelfth year of life, regarded by Freud as a period of “psychosexual latency”. Erikson refers to it as the period of “industry versus inferiority.” The assessment tool designed by the researcher does not cover the entire period of middle childhood, but focuses on children between the ages of 8 and 11 years of age.

1.7 RESEARCH PROGRAMME

A brief summary of each chapter now follows to set out the procedure of this dissertation.

In **Chapter One**, the purpose and relevance of the study was clarified. It presented the research problem as well as how the researcher intends to deal with the problem.

Chapter Two will involve an in-depth literature study. This will focus on the concept of emotional intelligence, with specific reference to the ability-based model. The assessment of emotional intelligence (EI) will be discussed as a precursor to the design of an EI assessment tool. A brief summary of the emotional development of children will be included as well as the role of the educational psychologist in the therapeutic environment.

Chapter Three will discuss further the research design that will be implemented in the empirical research section of this dissertation. Aspects such as data analysis methods, measuring instruments and sampling procedures will be detailed. Once the empirical research has been conducted, the results of the study will be discussed in detail. The interpretations of the testees’ results will be discussed in detail. A summary of the psychologists’ feedback and the parental interviews will also be included.

Chapter Four will summarise the findings of the study. It will achieve this by referring back to the initial research question presented in Chapter One and providing insight into the research projects exploration of this question. It will consider the limitations of the research project and outline possibilities for further research.

1.8 SUMMARY

The purpose and outline of the proposed research project has been detailed in this chapter. It has provided a brief overview of the concept of “emotional intelligence” as well as the relevance of such a topic. The chapter which follows aims to expand the concept further, using a literature study. A clear understanding of emotional intelligence will provide the researcher with the necessary theoretical understanding before the assessment tool is developed and implemented.

CHAPTER TWO

LITERATURE STUDY

UNDERSTANDING THE CONCEPT OF EMOTIONAL INTELLIGENCE

2.1 INTRODUCTION

This literature study aims at exploring the concept of “emotional intelligence.” Perceptions of these two words, “emotions” and “intelligence”, have evolved over time. Traditionally, emotions were regarded as an irrational, disruptive force and intelligence comprised a very narrow set of skills which guided rational thought. The aim of this literature study is to discuss “emotions” and “intelligence” individually, and to provide an enlightened understanding of these two terms as the basis for describing “emotional intelligence”. This literature study will focus on an ability-based model of emotional intelligence, as advocated by Mayer and Salovey (Salovey & Sluyter 1997:10).

The empirical research component of this dissertation aims at designing and implementing an assessment tool for emotional intelligence. It is therefore relevant to the literature study to focus on the issues associated with measuring emotional intelligence. As the assessment tool is designed specifically for children in middle childhood, the literature study will include a summary of possible expectations of the emotional development of children in this age group. This will ensure that developmental aspects are considered in the design and implementation of the assessment tool.

The relevance of emotional intelligence will be explored by discussing its ability to remain a separate construct, related to, but not the same as, other forms of intelligence. The discussion will also briefly explore the ability of emotional intelligence to predict future life successes. As the assessment tool aims at providing information to the educational psychologist, the literature review will briefly outline the role of the educational psychologist and the possibility of incorporating emotional intelligence into therapeutic practice.

2.2 DEFINING THE CONCEPT OF EMOTION

2.2.1 The purpose of emotions

Emotions are internal processes, possessing a distinctive, individual quality. Because of this, emotions can be an elusive concept to define. However, apart from our ability to reason, it is our ability to experience emotions which makes us distinctly human. Emotions connect us to others, they are an integral part of who we are and when harnessed correctly they can help us cope better with the outside world.

An investigation of the word "emotion" provides insight into its purpose. The root of the word "emotion" is "motere," the Latin verb "to move." The prefix "e" indicates "to move away." Therefore the tendency "to act" is implicit in every emotion (Goleman 1996:6). The notion that emotion leads to action is confirmed by the physiological reaction that occurs when an emotion is experienced. Emotions are mediated by the limbic system and the involuntary autonomic nervous system resulting in a variety of bodily sensations which often result in action. Neuroscience has determined that different emotions evoke different reactions and will therefore result in different responses. When one is angry, the blood flow rushes to the hands, making it easier to strike out physically. In addition, adrenaline rushes through our bodies, resulting in increased strength and one's heart rate increases too (Goleman 1996:7). On the other hand, an emotion such as surprise results in the lifting of the eyebrows, allowing for a larger visual sweep and permitting more light into the retina. This ensures more incoming visual information with regards to the unexpected event (Goleman 1996:7). Emotions are therefore active and dynamic and lead to a response.

Emotions can be regarded as the body's energy source, because they motivate one to respond to situations. Bourne (2000:260) discusses the importance of being "in touch" with one's emotions in order to mobilise and drive oneself. The suppression of emotions usually results in lethargy, numbness and tiredness, which in turn can result in depression and/or anxiety. Vermeulen in a lecture "EQ for everyone" (International Conference on Emotional Intelligence and Leadership: 2002) commented that the energy received from

emotions helps to “direct, protect or guide” one. Emotions are “messengers” which provide one with information about the outside world. Vermeulen (2002) emphasises the importance of listening and responding to these emotional messengers.

2.2.2 The functionalist perspective

The notion that emotions are messengers, providing one with information which is able to direct action, can be regarded as a functionalist perspective. According to functionalist theory (Salovey & Sluyter 1997:170) emotions have three components, and an awareness of these can ensure that emotional information is better harnessed to aid action (Salovey & Sluyter 1997:170). The first component is the cognitive-experiential, which refers to our thoughts and awareness of emotional states. A willingness to recognise and understand emotional information is necessary if emotions are to act as messengers. The second component is behavioural-expressive, referring to the visible signs of emotion such as tone of voice, body language and facial expression. The recognition of verbal and non-verbal emotional information allows for better interpretation of emotions. The final component is physiological-biochemical, which refers to physical states such as heart rate, skin response and hormone levels which accompany emotional states. These physiological signs aid the correct recognition of emotions and better enable one to respond appropriately.

In accepting the functionalist perspective, it follows that emotions can no longer be regarded as unnecessary hindrances to logical thinking. Emotions can rather be regarded as assisting reasoning and action by providing important internal and external information to the individual. Emotions not only aid thinking but form such an integral part of executive functioning, that they may be considered a separate form of intelligence (Salovey & Sluyter 1997:9). Neuroscience substantiates this claim by viewing emotions as inherited programmes for action in specific situations (Mayne & Bonanno 2001:38).

2.2.3 Results from neuroscience

The evidence from neuroscience (Mayne & Bonanno 2001:60) suggests that there is a distinction between automatic and controlled emotional processing and that each type of processing may be carried out by separate neural systems (Mayne & Bonanno 2001:42).

The amygdala, an area of the brain within the temporal lobe (Tyson 1987: 42), can best be described as a primary appraisal system, able to look for significant information from the environment (Mayne & Bonanno 2001:40). The amygdala rapidly detects potential threats or possible rewards and this precipitates immediate action (Mayne & Bonanno 2001:40). The function of these automatic responses is to act as a warning or signal system; the amygdala can however only carry a small portion of sensory images and can therefore act only as a rough signalling system, unable to process all incoming information (Goleman 1996:23).

It is the prefrontal cortex, which Goleman (1996:24) calls the "emotional manager" because of its role in controlling emotion and overriding emotional impulses, that could be regarded as intelligent. Intelligence is a "goal-directed mental activity that is marked by efficient problem solving, critical thinking and effective abstract reasoning" (Pfeiffer 2001:138). This controlled emotional processing influences both the generation and regulation of emotion (Mayne & Bonanno 2001:62). Each time that an emotion is inhibited, labelled or reappraised, the processing systems are altered as are the proceeding responses (Mayne and Bonanno 2001:62). This can be regarded as intelligent as it is a conscious, directed, effort-demanding process (Mayne and Bonanno 2001 40).

The importance of the prefrontal lobe can be explained in various studies conducted on patients who have sustained frontal lobe injuries. Although these patients' intellectual ability does not seem affected, they are usually highly distractible, lack foresight, are unable to plan, organise and take initiative and suffer from impaired social judgement. In addition they tend to focus on frivolous, unnecessary aspects of a problem, are impulsive and suffer from a low frustration tolerance (Tyson, 1987:50).

Based on the above conceptualisation, emotions can be regarded as assisting the individual to access relevant internal or external information and in so doing respond to one's environment in a more informed, organised manner. The following section explains the concept of intelligence and details the specific criteria which result in a concept being considered as a form of intelligence.

2.3 THE CONCEPT OF INTELLIGENCE

2.3.1 Defining intelligence

Gardner (1999:1) indicates that the concept of intelligence has evolved over time. It has often been dependent on what a particular culture has instilled or what has been valued during a particular era in history. For instance, in past centuries an intelligent person was one who could master classical languages; whereas the new millennium values the "symbol analyst", the ability to gain meaning from a set of symbols displayed on a computer screen (Gardner 1999:2). According to Gardner (1999:34), intelligences are not something that can be counted but rather potentials that are developed, depending on cultural emphasis and one's personal decisions. This conception of intelligence cannot be regarded as fixed but rather as dynamic, changing over time, and based on the needs of the society.

Although the aspects included in intelligence may vary, the function of intelligence remains constant. Intelligence is associated with adaptation within our environment (Pfeiffer 2001:138). An intelligent person is better able to process, anticipate and interpret the environment making adaptation possible.

2.3.2 Criteria for intelligence

Although Gardner (1999:34) speaks of the many potentials that a person can possess which can be considered as intelligences, scientific rigour insists that certain criteria must be met for a concept to be considered as a form of intelligence. For example, Pfeiffer (2001:139) reaffirms that for emotional intelligence to be regarded as a form of intelligence, it must fulfil certain criteria which are listed below:

- An ability to define the type of intelligence.
- A means of measuring the intelligence.
- The ability to document its partial or complete independence from other known intelligences.
- An ability to demonstrate that it predicts some real world criteria.

Based on these four criteria, the concept of emotional intelligence will now be discussed in further detail.

2.4 DEFINING EMOTIONAL INTELLIGENCE

Emotions can be regarded as an “evolved signal system,” where each particular emotion denotes a relationship with oneself or with the outside world. Cobb and Mayer (2000:14) explain that this view of emotional intelligence is based on the ability model, where emotions are signals about relationships. Emotions are thus regarded as a set of abilities enabling one to better extract relevant information from the environment and assist in reasoning and problem solving. An “ability” can be operationalised, which is critical if emotions are to qualify as a standard form of intelligence (Mayer, Perkins, Caruso and Salovey 2001:133). Operationalising requires that the ability can be broken down into a set of specific skills used for completing a task (Lewis & Haviland-Jones 2000: 509).

Mayer and Salovey's definition of emotional intelligence (Barrett & Salovey 2002:2) follows the ability model and will form the basis of this dissertation. The Mayer & Salovey model emphasises four cognitive components with an emphasis on the role that emotions play in aiding reasoning. Their model involves four tiers of abilities that range from basic psychological processes to more complex processes. The four branches are (Salovey & Sluyter 1997: 10):

- The ability to perceive accurately, appraise and express emotion.
- The ability to access and/or generate feelings when they facilitate thought.

- The ability to understand emotion and emotional knowledge.
- The ability to regulate emotions to promote emotional and intellectual growth.

Van der Zee, Thijs and Schakel (2002:104) consider two important distinctions underlying the Mayer & Salovey model of emotional intelligence (Salovey & Sluyter 1997:10). Firstly, the definition distinguishes between cognitive processes and behavioural processes. Cognitive processes include perception and appraisal of emotions, emotional facilitation of thinking and the analysis and understanding of emotional information. Behavioural components include the expression of emotions and employment of strategies to regulate emotions. The second distinction involves the intrapersonal versus the interpersonal role of emotions.

Another significant feature of the Mayer & Salovey model which is accentuated by Mayer, Perkins, Caruso and Salovey (2001:133), is the consideration that a mental ability must develop with age. The skills included in each component are developmentally arranged, from the earliest developing skills placed on the left through to the skill requiring a more integrated adult personality placed on the far right. Please refer to Appendix A for a tabulated representation of the four branches as presented by Mayer and Salovey (Salovey & Sluyter 1997:10).

A clear understanding of these four theoretical branches will assist the researcher in devising an assessment tool based on the Mayer & Salovey model (Salovey & Sluyter 1997:10). A detailed explanation of each component is discussed below.

2.4.1 Perception, appraisal and expression of emotion

Being able to perceive, appraise and express emotions is the most basic but also the most essential component of emotional intelligence. Barrett and Salovey (2002:239) explain that social interactions and relationships are guided, and possibly defined, by emotional transactions which require the correct perception, appraisal and expression of emotions.

The first consideration involves the ability to inwardly identify and understand emotional information. Bernet (1996:2) distinguishes between the terms “feeling” and “emotion” when discussing internal emotional states. All events trigger a physiological response within one’s body, which in turn results in a feeling, such as a racing heart, loss in lung capacity or the production of adrenaline by the kidneys. These reactions are a natural, physiological process, which are out of our control. Feelings are a signal departure from homeostasis which prompts action. When these feelings are identified and interpreted on any level of consciousness, the process then becomes an emotion. Emotions are conscious and deliberate, and perception of inner emotional states requires that one ‘tunes into’ internal systems to identify and manage physiological feelings as conscious emotions.

Emotional perception also involves the identification of the emotions experienced by others. This involves awareness of external signals from the environment which include non-verbal cues such as facial expressions, tone of voice and gesture (Goleman 1996:96). Mayer and Salovey (Salovey, Brackett & Mayer 2004:36) extend external emotional perception to encompass aspects such as artwork, sound and architecture. The rationale for this is that the emotionally aware individual will be continually in tune with the emotional information available in the environment.

The expression of emotions enables the individual to communicate inner states with the outside world. The labelling of emotions requires language ability. The acquisition of language serves the child’s behaviour and emotional control in at least three ways (Salovey & Sluyter 1997:105). Firstly, it serves the executive function of mediating between intention or desire and behavioural action. It also ensures that one is able to communicate internal states to others. Thirdly, language allows for conscious awareness of how one is feeling. The expression of emotional content improves both intrapersonal and interpersonal relationships.

The appraisal of emotions is the final component included in this first tier. It involves the ability to differentiate between accurate and inaccurate, honest and dishonest expressions of feelings. In order to correctly appraise emotions, the individual needs to

make use of the skills which have been previously discussed, such as recognising physiological signs, interpreting non-verbal cues and understanding emotional language.

The second component, as discussed by Mayer and Salovey (Salovey & Sluyter 1997:10), involves the individual's ability to make use of the information gained from feelings, to aid thinking. This concept will now be discussed in further detail.

2.4.2 Emotional facilitation of thinking

Mayer and Salovey (Mayer, Salovey, Caruso & Sitarenios 2001: 234) make a distinction between this second branch and the other three. The other components involve the reasoning of emotions, whereas this component involves using emotions to aid reasoning.

Emotions are adaptive, functional and have the potential to organise thinking and subsequent behaviour. Pellitteri (2002:184) explains the importance of being able to access emotions and assimilate our emotions into judgement and problem solving. Emotions act as a signalling system, but in order that this emotional information is effectively and appropriately employed by the individual, these signals need to be analysed, assimilated and utilised by the more consciously controlled, cognitive areas of the brain such as the cortex. The emotional facilitation of thinking involves the ability to harness the motivating properties of affect to guide thinking and subsequently influence action (Barrett & Salovey 2002:2).

Firstly, emotions are able to prioritise thinking by directing attention to important information. People automatically appraise salient aspects of their environment to aid judgement by asking themselves, "how do I feel about this?" However, the discriminating effects of feelings to aid judgements and decisions requires an ability to determine when these feelings are appropriate and useful to the decision making process. (Barrett & Salovey 2002:92)

A second contribution of emotions to thinking is the ability to generate feelings on demand, thereby allowing a better understanding of a particular situation (Salovey, Brackett, Mayer 2004:38). By anticipating the results of a particular situation one is better able to think and plan ahead. The emotions associated with starting a new school, encountering a social criticism or changing jobs should be taken into account prior to making such a decision. Mayer and Salovey (Salovey, Brackett, Mayer 2004:38) refer to this as an "emotional theatre of the mind" whereby emotions can be generated, felt, manipulated and examined in order to be better understood. The more accurately this 'theatre' operates, the more it is able to assist the individual in choosing alternative life courses.

The next ability explains how emotionality has the ability to help people consider multiple perspectives. Parrott (2001:199) discusses a study conducted by Forgas and Bower (1987) where a 'good' or 'bad' mood was induced in participants who were then asked to complete a person perception task. The participants' moods affected how they read the sentences given to them, the impressions formed about the characters, and later their memory about the characters. The participants who were in a 'good' mood formed more favourable impressions of the characters. This illustrates that one's mood influences one's point of view and enables one to consider a decision from different points of view based on such mood fluctuations.

Emotions are also able to influence one's reasoning styles. Typically, people in so-called good moods adopt a quick, heuristic approach to problem solving (inductive reasoning) whereas people in negative moods adopt a more methodical, systematic and analytical approach to solving problems (deductive reasoning) (Parrott 2001:200). The understanding that reasoning is affected by mood assists the individual in recognising that emotions are often the catalyst to our particular reasoning ability, and that reasoning is not fixed but dependent on fluctuating moods.

The next component of emotional intelligence, as discussed in the Mayer and Salovey model (Salovey and Sluyter, 1997:10), is an individual's ability to understand the complex nature of emotions. Barrett and Salovey (2002:271) indicate that emotions

can only be put to use if emotional responses are consciously experienced, attended to and reflected upon. The next section discussed the complex nature of emotions in more detail.

2.4.3 Understanding and analysing emotions: employing emotional knowledge

Salovey and Mayer (Salovey & Sluyter 1997:13) discuss that in order to understand the complexity of emotions, one must be able to differentiate between similar emotions and then accurately express those feelings. Steiner (1999:41) explains that we often have several feelings at once. Some of these feelings are strong and obvious, while others are weak and hidden. Differentiation of feelings involves recognising the variance in intensity between irritation and hatred, or affection and passion and then acting accordingly.

The next skill involves the ability to connect emotions to particular situations because this results in a better understanding of emotional information. Mayer and Salovey (Salovey, Brackett and Mayer 2004:39) discuss how emotions are best explained to children within a context. The girl who is sad is aided in recognising that the sadness is connected to her best friend not wanting to spend time with her anymore. Emotions are aimless if they are not related to situations which in turn increase their relevance. There is a certain amount of consensus connecting emotions to certain situations. Anger arises from the perception of injustice, sadness arises from loss, and fear from threat (Salovey & Sluyter 1997: 13).

The complexity of emotions continues into the third skill, which involves the ability to recognise simultaneous emotions. An individual can often experience a range of conflicting emotions towards the same situation. For example, passing a school grade may demonstrate competence and result in satisfaction with the achievement but simultaneously arouse anxiety regarding the forthcoming challenges. Emotional information can also be experienced as a blend of different emotions. Bourne (2000:260) distinguishes between simple feelings and complex feelings. Simple feelings include anger, sadness and fear, which are usually short-lived, more reactive

and more tied to involuntary physical reactions; whereas complex feelings involve a combination of emotions and are more linked to thoughts and imagery. Being able to recognise that "awe" is a combination of fear and surprise, and "hope" is a combination of faith and optimism, ensures the better identification and understanding of these complex emotional blends.

The most complex skill in this component involves the understanding that emotions tend to occur in patterned chains (Salovey, Brackett, Mayer 2004:39). Anger can intensify into fury or diminish into annoyance or could be transformed into satisfaction or guilt, depending on the circumstance. Reasoning about the progression of emotions enables the individual to better understand interpersonal interactions. Emotions do not remain constant, but rather change and adapt. The emotionally intelligent individual is able to be more flexible by better understanding this sequential characteristic of emotions.

The final branch involves the regulation of emotions to promote emotional and intellectual growth. Emotions should be tolerated - if not welcomed - by the emotionally intelligent individual who has developed strategies to suitably manage emotional information and in so doing optimise its benefit.

2.4.4 Reflective regulation of emotions to promote emotional and intellectual growth

As explained by Mayer, Salovey & Caruso (Bar-On & Parker 2000:108), emotional regulation is not about getting rid of troublesome emotions because this elimination is likely to stifle emotional intelligence. Emotions are 'messengers': the emotionally intelligent person should remain open to emotional information and then decide whether it is necessary to engage or detach from the emotion. The first skill included in this branch involves the ability to remain open to emotions. Bernet (1996:3) asserts that an individual who suppresses his emotions is unable to use this information to guide a situation (Bernet 1996:3).

Once emotions are experienced, the usefulness of the emotion can then be evaluated, and this will determine whether a person engages or detaches from that emotion. This would be the second skill in this component. Individuals have the ability to actively regulate their emotions in an attempt to capitalise on the good features while minimising the negative features (Barrett & Salovey 2002:297).

Prior to the regulation of emotional information, the individual should determine how typical, influential or acceptable one's mood is to a particular situation. Mayer and Salovey (Salovey, Brackett & Mayer 2004:40) refer to this as "meta- evaluation" of mood. These reflections are conscious and assist in directing further action - also known as regulation of the emotion being experienced.

Emotional regulation involves the strategies that the individual employs to regulate positive and negative emotions. Emotional regulation is assessed in children by asking them to explain how they cope with stressful situations (Salovey & Sluyter 1997:170). The process of emotional regulation involves both a stressor, the event that evokes distress in the child, as well as a strategy, namely any effort to manage the distress. Coping strategies are synonymous with emotional regulation. Successful coping strategies are determined by the range of strategies available, the ability to select a suitable strategy and the ability to suitably implement the strategy. The assessment of emotional regulation in children could involve determining the effectiveness of their coping strategies.

The development of effective coping strategies is usually age related (Salovey & Sluyter 1997:169). As children mature cognitively, they seem to be more able to regulate emotions internally rather than rely on others to regulate emotion. Moreover they demonstrate an increased ability to select situationally appropriate strategies (Salovey & Sluyter 1997:169).

This concludes the explanation of the four components of the Mayer & Salovey model (Salovey & Sluyter 1997:10) which form the basis of the assessment tool that will be devised by the researcher. The next section discusses the ability to adequately

measure emotional intelligence as well as the difficulties associated with this process. Successful measuring of emotional intelligence is the second criterion to be met if a concept is to be considered a form of intelligence.

2.5 THE MEASURING OF EMOTIONAL INTELLIGENCE

Pfeiffer (2001:139) points out that to date there is no objective, theoretically grounded measure of emotional intelligence that stands up to scientific scrutiny and can be regarded as reliable and valid. Pfeiffer (2001:139) contends that without psychometrically sound measures, it is difficult to completely understand the concept of emotional intelligence.

A popular method of assessing "emotional intelligence" involves the use of self-report instruments such as the "Bar-On Emotional Quotient Inventory" (Schutte & Malouff 1999:15). The shortcoming of self-report measures is the subjectivity of the responses from the testee. Mayer, Caruso and Salovey (Bar-On & Parker 2000:324) explain that self-report methods are closely linked to accurate self-concepts and that most people tend to over-emphasise their abilities and thus tend to provide inaccurate information. Self-reported intelligence does not correlate highly with actual measures of intelligence, so why should it be any different for emotional intelligence?

Salovey and Mayer's model (Salovey & Sluyter 1997:10) is regarded as an ability-based model of emotional intelligence and this implies that assessment tasks must demonstrate how emotional intelligence is made operational in the individual. These assessments are usually referred to as performance tests. Salovey and Mayer (1997:16) discuss three criteria which need to be considered when assessing emotional intelligence within the framework of the ability model:

1. The actual ability discussed within the model must be assessed and not the existence of personal qualities such as optimism and motivation. These traits assist emotional intelligence but cannot be regarded as components of emotional intelligence.

2. The assessment must assess the actual application of the ability and not simply provide a self-description of how emotionally intelligent a person is. Asking a person to solve a problem offers a more valid sample of behaviour for study.
3. The assessment should aim at connecting the various abilities discussed in Salovey and Mayer's model (Salovey & Schutte 1997:10) to each another.

Ciarrochi, Forgas and Mayer (2001:30) distinguish between self-report measurements and performance-based assessments. The following distinctions are made:

- Performance tests are able to measure 'actual' EI whereas self-report measures assess 'perceived' EI.
- Performance measures are usually more time consuming to administer than self-report measures since a trained professional would need to administer a performance test.
- Self-report assessments require a certain level of personal insight. Many people may not have this insight and might not be able to answer the questions accurately.
- People are also able to distort their responses in order to provide favoured responses instead of truthful ones in self-report measures.
- Self-report measures tend to be closely related to personality factors such as the 'Big Five': neuroticism, extroversion, openness, agreeableness and conscientiousness. Performance assessments, on the other hand, are more related to traditional intelligence measures, which means they are related to cognitive functioning.

The MEIS (Multifactor Emotional Intelligence Scale) and the more updated MSCEIT (Mayer- Salovey- Caruso Emotional Intelligence Test) both follow the Mayer & Salovey model of emotional intelligence (Salovey & Sluyter 1997:10) and can be considered as performance tests. Mayer, Caruso & Salovey (Bar-On & Parker 2000:332) maintain that these assessments are providing relevant information about the measurement of emotional intelligence as an ability and what it is able to predict. These assessments are however still under considerable scrutiny from the scientific community.

A major obstacle facing researchers who want to design a performance-based assessment tool for emotional intelligence is determining which responses are correct. It is difficult to determine an objective set of responses, as this assumes that "someone" has the 'correct' answer. Emotional responses will possess a personal quality and it is often difficult to determine the accuracy of individual responses. There are three possible options for the scoring of sub-tests (Ciarrochi et al. 2001:31):

1. The favoured option, known as consensus scoring, involves determining how closely a participant's answer matches a consensus answer. The consensus answer is based on how most people respond to the question. This requires that the assessment has been completed by a diverse and vast sample population.
2. Expert opinion is based on the judgements made by a panel of experts, for instance a group of psychologists. Respondents who answer the same way as the experts are regarded as providing an acceptable response.
3. Target criterion is the third option and is based on how accurately the respondent can guess how the person was feeling at the time of the activity. The correct answer is then provided by the stimulus person participating in the test.

The criticism that EQ assessments cannot provide definite responses and are therefore not scientifically sound is counter-argued by Mayer et al (2001: 236). They point out that IQ tests may have some objectively scored sub-tests, such as "digits forward or backward," but they also contain tests which are subjectively scored, such as the comprehension subtest which is composed of a variety of "possible responses" which have been collected using "consensus scoring" or "expert opinion."

Assessment procedures still need to be refined in order for emotional intelligence to comfortably fulfil a position as a separate form of intelligence. Currently only the MEIS has satisfied the three criteria for EI to qualify as a true form of intelligence, namely, (1) reflect performance rather than preferred ways of behaving, (2) correlate, but not too highly, with established IQ measures and (3) improve during childhood to middle

adulthood (Ciarrochi et al. 2001:44). Despite this encouraging initial evidence much research is still necessary to improve the validity of measures (Ciarrochi et al. 2001:45).

The next criterion that needs to be fulfilled before EI may be regarded as an independent form of intelligence, is its ability to prove its independence or partial independence from other forms of intelligence.

2.6 EMOTIONAL INTELLIGENCE AS A SEPARATE CONSTRUCT

For emotional intelligence to be regarded as a separate form of intelligence, it must be able to prove that it is structurally independent from other forms of cognitive ability (Zeidner, Matthews & Roberts 2001:265). If two types of intelligence correlate too highly, then they are regarded as representing the same form of intelligence, which would make the newly considered intelligence unnecessary. If the two forms of intelligence do not correlate then it would seem that the new form of intelligence is so different from other forms of intelligence that it cannot be considered an "intelligence" at all. The ideal correlation between two forms of intelligence is a low-moderate correlation (Salovey & Sluyter 1997:6).

Emotional intelligence can indeed be correlated with certain other forms of intelligence (Ciarrochi et al.2001:188-191). Using the MEIS, (Multifactor Emotional Intelligence Scale) there was some overlap but not a high correlation with measures of verbal intelligence. This would be expected, as a person's ability to express himself would relate to his competence in emotional intelligence.

Much research is still needed to confirm that emotional intelligence is in fact a separate construct, compared to other forms of intelligence which can provide valuable but separate information with regards to an individual's functioning. It is pleasing to note that much of the research thus far indicates that EI does differ both conceptually and statistically from other IQ measures (Ciarrochi et al. 2001:190).

Finally, the predictive value of the concept of emotional intelligence needs to be explained. In order for emotional intelligence to be regarded as a separate intelligence, it must be proved that it both is related to real life criteria and is able to contribute towards an individual's optimal functioning.

2.7 PREDICTIVE VALUE OF EMOTIONAL INTELLIGENCE

As emotional intelligence is a relatively new construct, researchers caution against proposing that emotional intelligence significantly contributes to success in life (Cobb & Mayer 2000:17. Salovey & Sluyter 1997:17). Current research does nonetheless indicate that emotional intelligence positively influences individual performance.

Lam and Kirby (2002:140) investigated how an individual's ability to perceive, understand and regulate emotions is related to performance. While general intelligence still made a significant contribution to an individual's performance, they found that when emotions were recognised by the cognitive systems of the brain, emotional regulation played an important role. The ability both to guard against distracting emotions and to build on enhancing emotions facilitated individual task performance as well as team performance.

Cobb and Mayer (2000: 17) quote preliminary research from unpublished studies and dissertations. The conclusions from the research indicate that higher levels of emotional intelligence predict lower incidences of 'bad' behaviour. The research indicates that, using the Multifactor Emotional Intelligence Scale (MEIS), high scores in emotional intelligence moderately predicted lowered levels of adult 'bad' behaviour such as getting into fights, drinking and smoking. Another study indicated that higher emotional intelligence was inversely related to teacher and peer ratings of aggression amongst students.

This concludes the discussion of the ability-based model in emotional intelligence. Thus far the literature study has:

- Explained the skills included in an ability-based conception of emotional intelligence.

- Indicated the measurement difficulties associated with assessing emotional intelligence.
- Ascertained thus far that emotional intelligence can be considered as a separate construct.
- Explored the predictive value of emotional intelligence.

The following section provides a summary of the emotional development of children in middle childhood. A better understanding of this topic will assist the researcher in designing an assessment tool that is relevant and appropriate for this age group.

2.8 THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN CHILDREN

Emotional understanding develops throughout childhood. A young infant responds to the emotional messages provided by its caregiver and as the child develops, emotional understanding becomes more attuned and complex. Although it is difficult to find a comprehensive guide to the development of emotional intelligence in a child, many studies have been conducted on specific aspects of children's emotional understanding. As this dissertation does not allow for an in-depth discussion of the various studies, a tabulated summary has been included instead.

The tabulated format below structures the information as follows:

- The first column contains the details of the study. This includes the researchers who have conducted a study on the particular phenomenon and the date of the study. It also provides the source of the study.
- The second column indicates the phenomenon that the researcher intended to study and is presented in a question format.
- The third column summarises the researcher's findings in the study. This column is particularly relevant as it provides information on the expected development of emotional intelligence in childhood.

- In the fourth column, the researcher has attempted to link the findings of the particular study to the Mayer and Salovey model of emotional intelligence (Salovey & Sluyter 1997:10), which forms the basis of this dissertation.

Details of Study	Main focus of study	Understanding of children's emotional development	Connection to Salovey-Mayer model
1. Odom & Lemond 1972 (LaFreniere 2000:177)	At what age are children able to recognise spontaneous and posed facial expressions of various emotions?	Preschoolers can successfully distinguish the facial expressions associated with happiness, sadness, anger and fear. It seems that children found it easier to recognise happiness than to recognise anger and fear. The ability to accurately decode facial expressions becomes progressively more accurate from early to middle childhood.	Perception, appraisal and expression of emotions: Young children are able to make use of facial expressions to understand emotions in other people.
2. Field & Waldon 1982 (Bar-On & Parker 2000:247)	When can children produce facial expressions to imitate an expression provided in a photograph?	Children between the ages of 3-5 years of age were able to imitate emotions from a photograph without the aid of an emotional label or a mirror.	Perception, appraisal and expression of emotions: Children are able to express emotional information through facial expressions.
3. Stein, Trabasso & Liwag 1997 (Lewis & Haviland- Jones 2000:452)	Can preschool children make use of memories and appraisals of events when trying to encode and remember emotionally provoking situations?	Young children are able to form coherent and meaningful representations of events especially those that elicit emotional responses.	Emotional facilitation of thinking: Children are able to consider the emotional information of a situation when appraising and

			recalling the events.
4. Lagattuta, Wellman & Flavell 1997. (Lewis & Haviland-Jones 2000:289)	To what extent do children understand the impact of being reminded about a felt emotion?	Most 5-6-year-olds were able to articulate that a reminder of a previous sad event could re-invoke the sad feelings previously experienced.	Emotional facilitation of thinking: Emotions from previous events have the ability to be vivid enough to aid judgement of a new situation.
5. Silverman & Drabman 1983 (Saarni & Harris 1989:157)	To what extent can a child make use of personal information to anticipate others' responses to situations?	Children as young as 4 years old are able to anticipate emotional reactions to a variety of emotional situations, thus making use of inferences to project responses to situations.	Emotional facilitation of thinking: Young children can generate feelings in order to anticipate the results of a situation.
6. Hartin & Budder 1987 (Saarni & Harris 1989:113)	When do children begin to understand differentiated emotions, ie. Emotions can be comprised of several features?	Children in middle childhood are able to understand more differentiated emotions, such as excitement, pride, disappointment.	Perception, appraisal and expression of emotions: Emotional blends can be understood by children in middle childhood.
7. Harris 1992. (LaFreniere 2000 :228)	When do children recognise complex emotions, ie. the concept that one can experience mixed emotions	Children listened to a story containing two conflicting events. School-age children were able to understand that the character may experience conflicting emotions whereas	Understanding & analysing emotions: Children in middle childhood are able to understand simultaneous,

	simultaneously?	pre-school children were only able to recognise emotions sequentially.	conflicting emotions.
8. Mendelson & Peters 1983 (Saarni & Harris 1989:203)	When can children take into account the context of an emotional reaction?	Children between the ages of 9-10 years could make use of contextual information for hostile, but not affectionate, situations; whereas adolescents (13-14yrs) consistently made use of relationship knowledge.	Understanding & analysing emotions: The ability to connect emotional information to situational events.
9. Brenner & Salovey 1997 (Salovey & Sluyter 1997:172)	What coping strategies do children employ when confronted with negative emotions?	7 -10-year-old children were asked to describe strategies used to deal with self-reported stressful strategies. The 7-year-old children made use of behavioural strategies whereas the older children were more able to make use of cognitive strategies such as "think about something else."	Reflective regulation of emotions: The ability to make use of internal cognitive strategies to deal with negative emotions, develops with age.
10. Brenner & Salovey 1997 (Salovey & Sluyter 1997:173)	When are children able to make use of solitary strategies to solve problems as opposed to relying on others for assistance?	7 year-old children relied more on support from others than did 10 year-old children in coping with stressful situations.	Reflective regulation of emotions: Older children are more capable of using internal strategies to regulate their emotional reactions.
11. Cole 1996 (LaFreniere 2000: 232)	Are children able to control emotions by considering possible consequences of such emotions?	Adolescent children are more circumspect about expressing negative emotions, such as sadness and anger as they anticipate negative interpersonal consequences of these emotions.	Reflective regulation of emotions: Older children are able to detach from emotional reactions which may result in

			negative consequences.
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Throughout childhood, developmental advances in cognition, language, self-concept and social relations ensure the gradual development of more complex emotional responses. With their advancement in emotional understanding, children are more able to utilise emotional information to solve problems and deal with situations. In the view of LaFreniere (2000:238) children in middle childhood exhibit two important developmental changes in their understanding of emotional information:

1. The understanding that a person may experience two ambivalent emotions as a single reaction. This would increase their ability to understand and analyse emotions as they are able to recognise complex emotions.
2. The ability to learn the rules for emotion management that are prescribed by one's culture. Therefore the child begins to realise the appropriateness of displaying emotions based on socialisation rules.

Middle childhood marks a move away from an egocentric, family-orientated stage of development to the rough-and-tumble world of peer relationships. There is much comparison between peers regarding their talents, aptitudes and appearance and it therefore follows that the appropriate expression of emotions becomes important (Greenspan 1993:9). Salovey and Sluyter (1997:239) comment that it is a misconception that children in middle childhood are less emotional than pre-school children. It is more likely that they are now more able to refine their emotional display to meet cultural expectations.

Their cognitive processing of emotional information is also more advanced allowing them greater control over their emotional responses. Aspects such as inner speech have now been automatised, whereas this was accomplished with conscious effort before. The child in middle childhood is more able to think through problem situations and to anticipate their occurrence. This results in more socially competent behaviour (Salovey & Sluyter 1997:106). A child at this age is also more able to recognise that expressive

behaviours may not match inner feelings. Their ability to deal with ambiguity also increases (LaFreniere 2000:238).

From the above it can be argued that the level of emotional intelligence expected from a child in middle childhood is quite advanced. Possibly the importance of socialisation strategies makes the child in middle childhood more aware of effective emotional responses. However, full emotional maturity has not yet been reached at this stage and it is therefore important to briefly consider the emotional understanding of the adolescent. This will provide the researcher with an understanding of those aspects which typically cannot be expected in middle childhood. Salovey and Sluyter (1997:240-245) report the following developmental changes that can be expected in adolescent children:

- Emotional expression becomes more gender-based.
- More subtle forms of emotional expression are evident in the adolescent's communicative repertoire, such as contempt and shame.
- Increased recognition of their own emotional needs based on the ability to anticipate emotional responses to a situation.
- Increasing awareness of internal mood changes.

This section aimed to provide a brief overview of the emotional development of a child in middle childhood. Central to the development and implementation of the assessment tool will be what can be expected from the group of children being assessed.

Finally, this literature review briefly discusses the role of the educational psychologist and aims at justifying the significance of emotional intelligence to the therapeutic setting.

2.9 THE ROLE OF THE EDUCATIONAL PSYCHOLOGIST

The first advantage of emotional intelligence to psychological practice is its relevance to a concept known as "psychological mindedness". In the "Handbook of Emotional Intelligence" (Bar-On & Parker 2000:493), psychological mindedness is discussed as a set

of abilities closely linked to successful outcomes in psychotherapy. Psychological mindedness involves four broad abilities: access to one's feelings, willingness to talk about one's feelings and interpersonal problems, capacity for behavioural change and an interest in other people's behaviour. Although emotional intelligence, as defined by Mayer and Salovey (Salovey & Sluyter 1997: 10) involves a vast array of skills, psychological mindedness is a concept which could be integrated under the emotional intelligence umbrella. A psychologist who has an understanding of emotional intelligence could use it as a tool to determine the psychological mindedness of a prospective client and their ability to be insightful during psychotherapy.

Secondly, emotional intelligence can be used as an integral part of the therapeutic process. Corey (1996:43) defines counselling as assisting clients to look honestly at their lifestyle and behaviour and aiding them in making decisions about ways in which they want to modify the quality of their lives. One method of assisting the process of change is through psycho-educational interventions, whereby skills and strategies are "taught" and "practised" in order to improve coping strategies. The idea that emotional intelligence is related to psychological adaptation is discussed by Pellitteri (2002:15). Psychological adaptation is more likely to occur through the emotional knowledge component, which entails increasing one's understanding about emotions.

Counselling interventions that aim only at increasing emotional perception and regulation may be ineffective, especially if the source of the problem is at an unconscious level. This would require in-depth, dynamic therapeutic interventions. Therefore, developing emotional competencies within a psycho-educational approach should not be regarded as the only possible approach to assist the client in the therapeutic process (Pellitteri 2002:15).

Goleman (1996:227) explains that the development of key skills in emotional intelligence extends over several years. Each period in childhood opens up a 'window' to instil certain emotional habits. He refers to developing emotional teaching in childhood as the "sculpting and pruning of neural circuits". He maintains that if these are correctly mastered they may help to eliminate drawn-out emotional hardships and trauma into

adulthood. Pennington (2002:30) supports the view presented by McWhirter (1995), who argues that when students seek assistance from a counselling centre they usually intend to obtain an emotional education which will better equip them for personal and interpersonal events.

The educational psychologist can play a role in developing emotional knowledge and skills in the child. Du Toit and Kruger (1991:104) discuss the child in middle childhood as gradually moving towards autonomy and independence, but for whom adult assistance is still necessary. Parental influence is critical in this process as well as that of teachers and other significant adults. The educational psychologist may become one of those who provides support and encouragement in the child's becoming. Oosthuizen and Petrick (School Guidance and Counselling Study Guide 1990: 27) comment that the ultimate goal of school guidance is to guide the child towards self-actualisation. This means that the child becomes what he can, wants and ought to become. In order to reach this ultimate goal, the educational psychologist may need to explore the child's educational 'essences'. The essences refer to the individual's relationship with self as well as with others. The psychologist would need to determine the extent that these essences are realistic and functional. The next section will both explore the educational essences that the educational psychologist should consider when working with a child client as well as relating these essences to possible aspects of emotional intelligence.

The following educational essences aid the child in becoming a well-adjusted adult who is able to successfully participate in his life-world.

1. **SIGNIFICANCE ATTRIBUTION:** This is a cognitive component and involves the child's ability to recognise, know, understand and do things (Oosthuizen & Petrick 1990:5). From the perspective of emotional intelligence, emotions serve informative functions and act as an interface between ourselves and the environment making judgement more attainable and realistic. (Barrett and Salovey 2002:91)
2. **INVOLVEMENT:** This relates to the child's active exertion in order to be part of the world, and involves exploring and doing within their life world (Oosthuizen & Petrick

1990:28). Du Toit and Kruger (1991:109) discuss the child's life as being characterised by intentionality. Therefore the child must want to actively get involved in his life world. Vermeulen (International Conference on Emotional Intelligence and Leadership: 2002) regards emotions as our energy source which motivates us towards action. In other words, the child who can mobilise his emotional states is more able to explore and be involved in his life world.

3. **EXPERIENCE:** This involves the child's perception of his relationships with people, objects and self (Oosthuizen & Petrick 1990:5). A child with an understanding of his various emotions and who is open to experiencing these emotions will develop a realistic view of self. A child who has developed emotional intelligence will be open to both positive and negative emotions, and will actively regulate his own emotions in order to capitalise on the positive aspects while minimising the negative ones (Barrett and Salovey 2002:297). Emotional intelligence encourages the individual to experience an array of emotions and to engage in emotions that are fulfilling, relevant and lead to a feeling of well-being.

4. **SELF-CONCEPT:** An educational-therapeutic perspective on counselling involves the development of a realistic self-concept through the exploration of the identity concept. The exploration of the child's identity serves the purpose of answering the question "who am I?" until he reaches self-actualisation. Because a person's identity is interwoven with his educational essences of significance attribution, involvement and experience, it is often important within the therapeutic situation for the individual to better understand these essences himself. Emotional intelligence can significantly develop an understanding of these essences (Oosthuizen & Petrick 1990: 7).

In the view of Du Toit and Kruger (1991:124) middle childhood is a critical period for the development of the self-concept. This is because the child's ability to learn about himself increases, as do his social contracts which help him to evaluate himself. Therefore the involvement of the educational psychologist in further developing the educational essences in middle childhood can lead to a realistic self-concept.

The assessment of emotional intelligence may provide the educational psychologist with further insights about the emotional functioning of the child client. This information can be used as a starting point in the therapeutic process.

2.10 CONCLUSION

The aim of the literature review has been to better equip the researcher for the empirical research which follows. The researcher has focussed on an ability-based conception of emotional intelligence which has been explained in detail in order to highlight its relevance within this research project. The researcher has also aimed at better understanding the emotional development of children in middle childhood, from which the sample group is taken. Since the research project is intended to enhance therapeutic practice for the educational psychologist, the literature review has considered the role of the educational psychologist as well as the potential benefit of emotional intelligence to therapeutic practice.

The next chapter will deal with the empirical research aspect of this dissertation. Firstly, it will explain how the researcher intends to implement the research project including an explanation of the type of research to be implemented and the method for choosing suitable samples. The measuring assessments to be used in the empirical research section will also be explained. These three measuring instruments include the emotional assessment tool designed by the researcher, the interview which will be conducted with the parent of the child, and finally the questions given to a group of educational psychologists to complete.

The second part of Chapter Three will provide detailed feedback of the results of the empirical research once the assessment tool has been implemented on a small sample group.

CHAPTER 3

RESEARCH DESIGN

3.1 INTRODUCTION

The researcher has used the information gained from the literature review in Chapter Two to design an empirical research study. This chapter explains the methods used to devise and implement the research design, as well as the results obtained from the empirical investigation.

The first part of this chapter discusses the data collection strategies used in the empirical research design. Bogdan and Biglin (1992:58) discuss the importance of empirical research and identify specific data collection strategies. These strategies provide the tools, parameters and guidelines on how to proceed with the investigation.

The second part of this chapter will provide the results of the empirical investigation. The results will be summarised and interpreted and the value of the empirical research project will be considered.

3.2 THE RESEARCH METHODS

3.2.1 The research problem

Chapter One provided a detailed explanation of the research problem to be investigated in this dissertation. To summarise Chapter One, the research question that will guide the empirical investigation is the following:

Can an assessment of emotional intelligence, based on the cognitive, ability model of emotional intelligence, provide valuable information to an educational psychologist with regards to the emotional intelligence of a learner in middle childhood?

The next section will explore the aims of the empirical investigation which will aid the researcher in focusing and delineating the research.

3.2.2 The aims of the research project

The general and specific aims were introduced in Chapter One. The general aims, which involved a detailed literature study to examine the concept of emotional intelligence, provided the groundwork for the empirical investigation. The specific aims will be discussed further below because they relate specifically to the empirical research project.

1. The researcher will design an assessment tool, known as the EIAT, which incorporates the components included in Mayer and Salovey's ability model of emotional intelligence (Salovey & Sluyter 1997:10). Please refer to appendix A for a summary of this model.
2. Four educational psychologists will be asked to evaluate the assessment tool for emotional intelligence by completing a set of written questions which have been devised by the researcher. This will aid the researcher in determining the usefulness of the assessment tool and its relevance to everyday practice.
3. Prior to assessing the children using the EIAT, one or both parents will be interviewed to ascertain the parent's perception of the child's emotional intelligence. This information will be compared to the information obtained in the EIAT.
4. The researcher will administer the EIAT to six children between the ages of 8-11 and interpret the results from these assessments.

The purpose and implementation of these four aims will be discussed in further detail a little later in this chapter.

3.2.3 The research design

In the empirical investigation, a qualitative research design will be followed. The qualitative research, descriptive in nature, aims to explain the results of the assessment by describing the phenomenon without manipulating the treatments or subjects (Schumacher & McMillan 1993:35). Qualitative research contains particular characteristics, which are explained by De Vos, Strydom, Fouche, Poggenpoel, Schurink, E and Schurink, W eds (1998:242-243). Some of these characteristics will be discussed briefly including their relevance to this research project.

- Qualitative research is **idiographic**, in other words it aims at understanding the individual meanings that people attach to everyday life. The assessment tool, parent interview and psychologists' evaluations will enquire about the thoughts, viewpoints and opinions of the individuals concerned. The research will then document the information obtained.
- Qualitative research regards reality as **subjective**. Human phenomena are difficult to quantify and therefore also difficult to objectify. Within this empirical investigation, the researcher will document and interpret the subjective responses from the various sample groups (children, parents and psychologists).
- Qualitative research seeks to **understand phenomena**. This investigation aims to further understand the concept of emotional intelligence by designing, implementing and assessing the effectiveness of an ability-based assessment tool in emotional intelligence.
- **Qualitative data collection** is presented in the form of words, quotes and transcripts. The researcher will collect qualitative data from the children, parents and psychologists who participate in this research project. The responses will be documented and interpreted and conclusions drawn from this information.

In addition to following the principles of a qualitative research design, this dissertation more specifically, can be considered a pilot study project. A pilot study is appropriate to this empirical investigation for the following reasons:

A pilot study allows for the **pre-testing** of a measuring instrument by implementing the assessment tool on a small, appropriate sample group. This allows the researcher to test the suitability of the assessment tool prior to it being used on a larger sample group. In this empirical study, six children aged between 8-11 years will be used to pre-test the assessment tool. The implementation of the assessment tool on a wider sample group could form the basis of a doctoral study (De Vos et al 1998: 178).

- The pilot study will commence with a **comprehensive literature study** to ensure a clear formulation of the problem as well as aiding the planning and implementation of the investigation. The design of the assessment tool is based on the theoretical underpinnings discussed in Chapter Two of this dissertation (De Vos et al 1998:179).
- A pilot study makes use of **experts** in the chosen field to provide their opinions on the relevance of the assessment tool. Experts help to delineate the problem more clearly as well as provide valuable information with regards to the technical and practical aspects of the research project. Four psychologists will be asked to complete a set of written questions regarding the suitability and relevance of the EIAT as an assessment tool. The researcher will use this information to make modifications prior to administering the assessment to the sample group (De Vos et al 1998:180).

The following section provides further information regarding the measuring tools to be used in this empirical investigation.

3.3 MEASURING INSTRUMENTS

This empirical investigation will make use of the following measuring instruments:

1. An assessment tool known as the EIAT, which has been devised by the researcher to assess the emotional intelligence of learners between the ages of 8-11 years.

2. A set of written questions will be given to four psychologists. The questions refer to specific aspects of the EIAT that the researcher would like evaluated by the psychologists.
3. A standardised open-ended interview (Schumacher & McMillan 1993: 426) will be conducted with one parent prior to the assessment of the child. This type of interview assumes that the exact questions are formulated beforehand by the researcher, and that each interview is conducted in the same manner. This approach reduces interviewer effects and bias. The questions will allow for open-ended responses by the parent. Such responses allow for free expressions of feelings, motives and behaviour (Rosnow & Rosenthal 1996 416).

Each measuring tool will now be discussed in further detail.

3.3.1 The Emotional Intelligence Assessment Tool (EIAT)

This assessment tool, designed by the researcher, is based on the following premises (please refer to Appendix B for a copy of the assessment tool):

- The Emotional Intelligence Assessment Tool (EIAT) is based on the Mayer and Salovey conceptualisation of emotional intelligence (Salovey & Sluyter 1997:10). This model is regarded as a cognitive, ability-based model (Schutte and Malouff 1999:5) and links emotions to the facilitation of thought processes. The EIAT is composed of four sections that correspondingly assess the four components discussed in this model (Salovey & Sluyter 1997:10). The four components are:
 - (1) The ability to perceive emotions
 - (2) The ability to access, generate and use emotions to assist thought processes
 - (3) The ability to understand emotions and emotional knowledge
 - (4) The ability to regulate emotions in order to promote emotional and intellectual growth

Following the explanation of the basic premises, these four sections will now be discussed in further detail.

The EIAT is based on a cognitive, ability-based model of emotional intelligence. In the view of Ciarrochi, Forgas and Mayer (2001:21) an ability-based model concentrates on a person's ability to process emotional information. Assessment procedures should therefore utilise this ability by expecting the individual to solve problems. Mayer and Salovey (Salovey & Sluyter 1997:16) explain that asking a person to solve a problem realises actual ability rather than merely perceived potential. As argued below, the EIAT may be regarded as a problem-solving assessment tool and not a self-report measure.

The EIAT is composed of various relevant vignettes, each containing a social or emotional dilemma. The testee is asked specific questions regarding this dilemma which demonstrates his ability to process emotional information effectively. The testee is required to give "advice" to the character in the vignette. The content of the vignettes is varied and includes both home and school contexts, with an emphasis on school and peer situations. The rationale for this is borne out by Greenspan (1993:9) who explains how children in middle childhood define themselves a little less in terms of the way their parents treat them, and a little more by how they fit into a peer group.

Each question targets a specific skill in emotional intelligence. Although there are no definite 'correct' answers there are criteria guidelines to which the administrator can refer when determining the appropriateness of each response. The responses will be recorded and interpreted by the researcher to provide qualitative information on the child's emotional intelligence, as well as pertinent information on the effectiveness of the assessment tool. This information may be used to modify the tool before it is statistically tested.

3.3.1.1 Composition of the assessment tool

The four components of the Mayer/ Salovey model are discussed in the literature review in Chapter Two. This section contains a brief overview of the inclusion of the components in the EIAT.

a Perception, appraisal and expression of emotions

Most fundamental to the effective use of emotional information is the ability to recognise and identify accurately what one is feeling (Parrott 2001:186). The following aspects are assessed in this section:

- **Identification of emotions:** This involves the ability to make use of internal cues (eg. bodily reactions) as well as situational cues which provide emotional information. The EIAT expects the testee to recognise and correctly identify emotional information.
- **Recognition of emotions in other people:** Goleman (1996:96) describes how the ability to read non-verbal information is the key to intuiting another's feelings. These non-verbal cues include a person's facial expression, body language and tone of voice. In the EIAT, the testee's awareness of these non-verbal cues is assessed.
- **Appropriate expression of emotions:** The emotionally intelligent individual is able to express his emotions both verbally and non-verbally. The EIAT asks testees to explain how they would appropriately "let others know how they are feeling."
- **Discrimination of emotions:** At times, emotions conveyed may be false and manipulative and the emotionally intelligent individual needs to discriminate between accurate and inaccurate expressions of emotions. The EIAT has included ambiguous situations requiring that those tested show discernment in interpreting the sincerity of the emotions being displayed.

The second section in the EIAT involves the ability to make use of emotional information to aid thinking and judgement. Four components are discussed in this section.

b Emotional facilitation of thinking

This section can be described as “affect as information” (Barrett & Salovey 2002:90) and involves using emotional information when making judgements and decisions. The following will be assessed in this section of the EIAT:

- **Emotional information aiding decision-making:** Barrett and Salovey (2002:90) comment that feelings convey information about value, that is the positive or negative aspect of things, and this information is especially relevant when making decisions. EIAT questions assess the ability to recognise the connection between emotions and decision making.
- **Anticipation of feelings:** This is the ability to judge a particular situation based on the predicted emotions that are likely to be experienced. The EIAT requires the testee to anticipate feelings and explain how these may aid the effective handling of a situation.
- **Emotions allow for multiple perspectives:** One’s specific emotional state often influences one’s perception of a particular situation (Parrott 2001:187). The EIAT expects the testee to recognise the relationship between one’s perceptions of a situation and one’s emotional response to it, and how a change in emotion can lead to a corresponding change in perception.
- **Reasoning affected by moods:** Moods have a powerful effect on one’s reasoning ability. Creative and inductive reasoning is better accomplished when the individual is in a ‘happy’ mood, whereas deductive reasoning is better accomplished when in a ‘sad’ mood (Parrott 2001:187). The EIAT assesses the testee’s ability to align a particular task to an appropriate mood.

The third section included in the EIAT, involves the ability to understand emotions so that they can be effectively deployed in our daily lives. There are four components included in this section.

c **Understanding and analysing emotions: Employing emotional knowledge**

Emotions are complex: for emotions to accurately aid reasoning, this complexity needs to be understood. The following aspects are assessed:

- **Differentiation of emotions:** Being able to discriminate and understand the subtleties between emotional labels increases one's accuracy in expressing oneself. In the EIAT, the testee is required to differentiate between words which contain similar emotional content.
- **Emotions connected to relationships:** Emotions do not exist in a vacuum but are closely related to particular situations (Le Roux & De Klerk 2001:35). The testee's ability to link emotions to particular situations is assessed by asking how the protagonist would feel about the situation that has been described.
- **Complex emotions and blends:** Complex emotions involve apparent contradictions, such as feeling excited and sad about a situation at the same time. Understanding emotional blends involves the recognition that certain emotions are a mixture of different emotions, such as hope being a combination of faith and optimism (Salovey & Sluyter 1997:14). The EIAT tests such an understanding of complex emotions and emotional blends.
- **Sequences of emotions:** Emotions are dynamic: they can change as a situation unfolds. The recognition that a person's emotions may not stay constant throughout a situation but may intensify, change or soften is assessed in this section of the EIAT. The testee is expected to recognise the social cues that may indicate a change in a person's emotions.

The final section included in the EIAT assesses the individual's ability to make use of suitable strategies to regulate and control emotions. As in the previous sections, this section comprises four skills.

d Reflective regulation of emotions: Promoting emotional and intellectual growth

According to Barrett and Salovey (2002:250), the utilisation of emotional information to aid goal attainment, or conversely the thwarting of a goal, can be regarded as an interpersonal regulator. The following four skills are assessed in the EIAT:

- **Openness to feelings:** Emotions provide information about the environment and in order to harness this information the individual must be willing to recognise and experience all the emotions connected to a situation. The EIAT focuses on the testee's preparedness to remain open to emotional information especially when this emotional information is negative.
- **Engagement and detachment of emotions:** Lewis & Haviland-Jones (2000:508) refer to "mood maintenance" or "mood repair" strategies, whereby one participates in activities that maintain a particular mood, or conversely avoid activities that negatively impact on the mood. The EIAT aims at determining whether the testee can recognise the impact of an emotion to a situation and either detach from or engage in the emotion.
- **Monitoring emotions:** This requires the ability to consciously reflect on an emotion and determine whether it is acceptable or unacceptable, typical or atypical within the situation. Monitoring of emotions enables individuals to alter their emotional responses to better assist them in dealing with situations (Barrett & Salovey 2002:299). The testee will be asked to determine the appropriateness of an emotion to a particular situation.
- **Management of emotions:** The management of emotions involves a person's ability to make use of suitable coping strategies to deal with emotional information. The EIAT assesses which strategies are employed by the individual to regulate emotions.

This completes the overview of the EIAT. A copy of the assessment tool, together with instructions for administration and a scoring procedure, are included in Appendix B. Each child assessed will be tape-recorded to allow the researcher to interpret and assess each response fully. It is estimated that the administration of the EIAT will take approximately 45-60 minutes.

The next section discusses the pre-assessment parent interview which will provide further information regarding the emotional intelligence of the child being assessed.

3.3.2 Standardised open-ended interview

The standardised open-ended interview will be conducted with one of the child's parents prior to the assessment of their child. This interview will determine the parent's perception of his/her child's emotional intelligence. The interview will also enquire about the parent's own emotional intelligence and ability to include emotional information in their parenting styles. Goleman (1996:190) explains how emotionally intelligent parents are more likely to foster emotional intelligence in their children. The information obtained from this parent interview will be interpreted in conjunction with the results from the EIAT.

Bogdan and Biklen (1992:96) define the aim of an interview as the opportunity to "gather descriptive data in the subject's own words so that the researcher can develop insights on how subjects interpret some piece of the world." The interview chosen in this research project is a standardised, open-ended interview devised by the researcher (Schumacher & Mcmillan 1993:426). This interview is structured to ensure that each parent is asked the same set of questions in the same manner. The advantage of this systematic open-ended interview is that similar data can be collected on each child assessed. The disadvantage of this approach is that structured questions tend to limit the spontaneity of the individual in revealing personally relevant information about their life world (De Vos et al 1998:298).

The questions asked in the EIAT are based on the specific skills included in the Mayer-Salovey model (Salovey & Sluyter 1997:10). The interview will be face-to-face with the parent, as this ensures greater detail and depth and allows the researcher to clarify or expand on salient points (Schumacher & McMillan 1993:250).

When compiling the questions for the parent interview, the researcher considered following guidelines provided by Schumacher and McMillan (1993:240) for writing suitable interview questions:

- The questions asked must be clear, so that all respondents interpret the question in the same way. Exclude vague, ambiguous words and complex jargon.

- Avoid double-barrelled questions. Each question must be limited to one idea or concept.
- The respondents chosen, namely the parents must be competent to answer the questions and must be able to provide reliable information.
- The questions should be relevant. If the respondents are asked questions about things that they have not thought about, they are likely to answer carelessly.
- Avoid negatively stated items, as they are easy to misinterpret.
- The questions should be phrased in such a way that they do not encourage particular responses. These items would be regarded as biased.

A copy of the interview is provided in Appendix C. The researcher will tape-record each interview and transcribe the parent's responses.

3.3.3 Written responses from educational psychologists

De Vos et al (1998:180) point out that the experience of experts is an important aspect of a pilot study. Experts working in the field are able to provide insights regarding the practical suitability of the assessment tool. De Vos et al (1998:180) also caution the researcher on the use of experts. If the researcher does not have a clear conceptualisation of his/her research project, experts can cause confusion with too many ideas or force their ideas onto the researcher.

Each psychologist will be given, along with the written questions, a copy of the EIAT as well as a tabulated format of the Mayer-Salovey model of emotional intelligence. Thus each participating expert will have, for easy reference, an overview of the cognitive ability-based model in emotional intelligence.

De Vos et al (1998:181) are aware of time restraints when working with experts. It is important that the researcher uses questions which are specific and clearly formulated. For the empirical research, the experts will receive a short set of open-ended, tabulated questions. The responses will be qualitatively assessed but not be scored. Written

questions are less time consuming than interviews and can be answered at the psychologist's convenience.

The psychologists will be asked to evaluate the EIAT before the assessment is administered to the group of children. This will allow the researcher to make any adjustments before using the EIAT on the first sample group. Appendix D is a copy of the psychologist's questions.

3.4 SAMPLING PROCEDURE

This empirical investigation is specifically designed for children in middle childhood (8 and 11 years). Six children will be used in the pilot study which forms the basis of this empirical investigation.

The choice of samples will follow a purposive sampling procedure. This type of sampling is based on the judgement of the researcher. The subjects will be purposefully chosen in order to reflect the most characteristic, representative or typical attributes of the population (De Vos et al 1998:198). In this empirical investigation candidates will be purposefully chosen who meet the age requirements (8 years to 11 years of age) and the researcher will ensure that an equal number of boys and girls are selected for the study. The researcher, using snowball sampling, will ensure that candidates selected will be a variety of ages and that an equal number of boys and girls will participate.

The following procedure will be adopted in choosing suitable candidates:

The researcher will contact parents of children who fit the criteria. These children may be at the primary school where the researcher is currently working. These parents will then be asked to suggest other children who fit the researcher's specific requirements. The approach whereby each successive candidate is suggested by the preceding individual is referred to as "snowball sampling" (Schumacher & McMillan 1993:381). The researcher will ensure that there are an equal number of male and female participants and an even spread of ages between 8-11 years. In order to eliminate researcher bias

when collecting information from the participants none of the children will be known to the researcher either personally or professionally.

The parents of willing participants will be asked to complete and sign a consent form (see Appendix E), which will describe the research project and request written consent to assess their children. The researcher will ensure the confidentiality of all candidates assessed.

It is important for the researcher to ensure that meetings both with parents and children will be at their convenience resulting in as little interference in their lives as possible. They will be told that the interview and assessment will be tape-recorded so that the researcher can accurately record the information at a later stage.

Once both the interview and assessment are completed, the researcher will telephone each family to thank them for their participation. If parents require feedback on the assessment, a meeting will be arranged. Parents will be made aware that the assessment is part of a pilot study and therefore the accuracy of the findings is still to be validated.

The section above explained the procedure for conducting the empirical study. The next section will provide the results of the empirical research. The following section will provide a summary of the feedback received from the psychologists and the amendments made to the EIAT.

3.5 THE RESULTS OF THE EMPIRICAL RESEARCH

3.5.1 Psychologists' feedback on EIAT

In response to written questions sent to a number of practising psychologists, four psychologists replied with an evaluation of the EIAT. Appendix F contains a detailed, tabulated summary of their responses. This section aims to explain the main concerns expressed by the psychologists, as well as the researcher's response to their feedback.

As mentioned above, De Vos (1998:180) cautions against consulting experts before research is clearly conceptualised. The onus rests with the researcher to decide to what extent expert opinion will further clarify, delineate and/or improve the research investigation.

The researcher's response is in italics to make it easily distinguishable from the feedback from the psychologists.

3.5.1.1 *Length of test*

There was consensus between all four psychologists regarding the length of the test. All four psychologists were concerned that the test was too long and that it may be difficult to maintain a child's focus for such an extended period of time. The concern would become particularly relevant if the child suffered from concentration difficulties or exhibited auditory perceptual difficulties.

The researcher has decided to keep two scenarios per section as one scenario may limit the assessment and not provide the testee with the opportunity to demonstrate his abilities. Psychologist 1 agreed with keeping two scenarios to ensure fairness for a child who is unable to identify with one of the scenarios. In the fourth section (reflective regulation of emotions: promoting emotional and intellectual growth), the researcher has eliminated one scenario so that this section has two scenarios instead of three.

To shorten the test, the researcher has reduced the number of questions per section from ten to eight questions per section. This effectively reduces the test total of 40 questions to 32.

Psychologist 2 and 3 commented that a "suggested time" should be included in the instruction.

At this stage, this would be difficult as the test has not been administered to a group of children. The pilot study itself will enable the researcher to clarify aspects such as time

limits. The instructions do suggest that the tester give the child a 10 minute break after sections 1 and 2 so that the child does not lose focus. It may however be difficult to include this test with a battery of other tests, as it is already lengthy. On the other hand, if professional practice were to regard emotional intelligence as important as general intelligence, then this test should be afforded the same assessment time.

3.5.1.2 Questioning style

Psychologist 2 queried the phrasing of certain questions especially “can you think” questions which may elicit simplistic responses whereas “tell me” questions would encourage the child to provide a more detailed response.

The researcher has reconsidered the questioning style and has tried to ensure that the questions are as open-ended as possible and has avoided using the phrase, “can you think” as much as possible.

Psychologist 4 was concerned that some of the questions were too lengthy and that younger children may lose focus. Psychologist 3 questioned whether the language in certain questions would be too difficult for 8 year-olds.

The researcher has simplified the questions so that they are easier to follow and has tried to rephrase the questions more directly. The pilot study will help to determine whether 8 year-olds are in fact able to access the language and content effectively.

3.5.1.3 Content

Psychologists 3 and 4 observed that the scenarios were generally school-based and that the assessment would therefore provide information regarding the child’s functioning mostly at school.

The aim of the EIAT is to understand the child’s emotional processing using a series of relevant scenarios, rather than to provide specific information regarding the child’s

functioning in various circumstances. The researcher chose typically school-and peer-based scenarios to ensure the relevance of the situations to middle childhood. The original content of the scenarios could be analysed as follows:

School/work related: Scenarios 1, 4, 6, 8 = 4

Peer related: Scenarios 2, 3, 7, 9 = 4

Home related: Scenario 5 = 1

The researcher reconsidered the content of certain scenarios to ensure a better balance.

The revised scenarios can be described as follows:

School/work related: Scenarios 1, 4, 6, 7 = 4

Peer related: Scenarios 3, 8 = 2

Home related: Scenarios 2, 4, 5 = 3

3.5.1.4 Layout/ format of test

Psychologist 1 suggested having enlarged, laminated copies for the testee to refer to, thus enabling the visual learner or the child with auditory perceptual problems to access the test more easily. Psychologist 2 recommended the use of pictures to break the monotony of the question-answer method.

The researcher now has enlarged copies of each scenario for inclusion in the assessment procedure but has decided not to use pictures as they may be suggestive and provide the testee with too much information.

3.5.1.5 Suitability of test

Psychologists 1, 2 and 3 were concerned about the suitability of the test for 8 year-old children. The following reasons were provided:

- The abstract nature of some of the questions
- An 8 year-old may struggle with the language used in the scenarios.
- The tester should be aware of the difference in the responses expected from an 8 year-old as opposed to an 11 year-old.

The researcher chose to include 8 year-olds in the pilot study to help determine the suitability of the assessment for this particular age group. The researcher is fully aware that an 8 year-old will not be able to manage certain questions. The theoretical component of this study explained that a requirement for a mental characteristic to qualify as a standard form of intelligence is that it develops with age (Mayer, Perkins, Caruso and Salovey 2001:133). Therefore the researcher expects a discrepancy between the quality of responses provided by an 8 year-old testee as opposed to an 11 year-old. Once the pilot study has been conducted, the researcher will be in a better position to delineate suitable age groups for the EIAT.

Psychologist 1 also observed that the results of the test may be confounded by auditory and language difficulties. A child who scores poorly in the EIAT may have had difficulties accessing the test which then renders it an inaccurate reflection of his emotional intelligence.

To determine the effect that auditory and language difficulties may have on the EIAT, the researcher has included two subtests from the Senior South African Individual Scales - Revised (SSAIS-R). These subtests are comprehension and story memory. The comprehension subtest will provide information on the child's ability to respond verbally to questions in a detailed, accurate manner. The story memory subtest will assess a child's ability to retain and recall auditory information. As the EIAT relies on auditory skills as well as language ability, these tests will provide an indication of the child's ability in these two areas.

Psychologist 3 commented on the Eurocentric nature of the assessment and that the test may favour children from this background.

The researcher acknowledges the Eurocentric slant of the test. However, the scenarios include universal issues such as test taking, family discord and being accepted by a peer group. The researcher has changed some of the names in the scenarios to ensure that the EIAT is more culturally diverse. Mayer, Salovey, Caruso and Sitarenios (2001:234) comment that a critical aspect of emotional information is its cross-cultural consistency.

This implies that emotional information and the capacity to understand it shows universality across human beings.

3.5.1.6 Scoring

Psychologists 1, 2 and 4 criticised the scoring criteria as being vague. Their suggestion was that examples of suitable responses should be included in the scoring.

The researcher recognizes the difficulty in scoring the EIAT and refers to Cobb and Mayer (2000:16) who discuss the biggest challenge facing emotional intelligence theorists: that of providing a clear scoring procedure. They compare EQ assessments to IQ assessments: standard IQ assessments are fairly straightforward to score, whereas responses on an emotional intelligence assessment tend to be “fuzzy” with certain answers being more ‘correct’ or plausible than others.

Consensus scoring would enable the researcher to provide possible responses to each question. However, consensus scoring is only possible once the assessment has been administered to a wide sample group. At this stage, the researcher has included “criteria for scoring” which provide an indication of the type of information expected from the testee. The EIAT should rather be regarded as a qualitative assessment tool in which the psychologist assesses the suitability of responses provided by the child.

3.5.1.7 Administering the assessment tool

Psychologist 3 was concerned that the test refers specifically to an “educational psychologist” as being the most appropriate professional for administration of the test, and questioned the assumption that emotional intelligence is an educational rather than a clinical issue.

The researcher has changed the instructions and refers to the administrator of the test as a ‘psychologist’. The researcher has qualified the idea that educational psychologists would be the most appropriate persons to administer the assessment because of their

specific training in child development. Since the scoring relies on professional discretion, it suffices for the practitioner who administers the EIAT to have a working knowledge of child development to adequately assess the suitability of the responses.

In addition, Psychologists 2 and 3 had reservations that psychologists would not have adequate training in the Mayer/ Salovey EI model, and that this might hinder the effective administration of the EIAT.

The researcher acknowledges this and if the assessment were standardised for use by professionals, would consider including a detailed explanation of this model in the manual.

Consultation of experts has indeed been worthwhile and has resulted in the EIAT being modified to incorporate the comments and opinions of these professionals.

The EIAT will now be applied to 6 children between the ages of 8 and 11 years. Before assessing each child, a parent interview will be conducted and the information will be included in the assessment results of each child. The next section provides a summary of these results and interprets the information obtained from the EIAT.

3.5.2 ASSESSMENT RESULTS

3.5.2.1 Introduction

The pilot study has involved the assessment of six children using the EIAT. These aspects were considered when choosing suitable candidates to assess:

- A range of ages between 8-11 years. This range will help determine the suitability of the EIAT for different age groups.
- An equal number of boys and girls to determine the suitability of the EIAT for both genders.
- The children assessed were not known by the researcher and purposive and snowball sampling procedures were used (De Vos et al. 1998: 200).

- The same methods were followed throughout: a parent interview was first conducted, then each child was assessed on two subtests of the SSAIS-R to indicate his/her verbal and auditory skills. This was followed by the assessment of emotional intelligence using the EIAT.
- Detailed results about two of the candidates will be presented; the results of the other four candidates will be summarised due to length restraints. The scoring sheets, the basis of the analysis for each candidate, will be included in Appendix G and the summary of the parent interviews will be included in Appendix H. The parent interviews are compared with the results achieved in the EIAT.

3.5.2.2 Testee One

3.5.2.2.1 Biographical information

Date of birth: 18 August 1994
Chronological Age: 10 years 0 months
Grade: 4
Date of assessment: 2 September 2004

3.5.2.2.2 Assessment results

(i) Behaviour during testing

Testee 1 displayed a positive approach to the test situation. He responded to the questions in a confident, spontaneous manner and as the test progressed, he related the scenarios to his own life and willingly disclosed information about himself. He displayed a relaxed disposition and was eager to please the tester.

(ii) Results from Senior South African Individual Scale Revised (SSAIS-R)

Comprehension: Scaled Score 10

Testee 1 displays an average ability to respond to situational information and to express himself verbally. As the EIAT relies on the ability to respond appropriately to social situations and to express oneself verbally, testee 1 may find it difficult to provide detailed, fluent responses to the questions.

Story Memory: Scaled Score 8

Testee 1's short-term auditory memory falls into the lower limits of average. This may affect his ability to remember and process the auditory information presented to him in the EIAT.

(iii) Results from EIAT

A. Perception, appraisal and expression of emotions

Assessment results

Testee 1 scored 100% in this section of the assessment. He demonstrated an understanding of emotional information received from the environment. He accurately described the character's emotions, showed awareness of non-verbal expressions of emotion (facial expressions and body language) and also related physiological signs to emotional functioning. This displayed an understanding of both intrinsic and extrinsic emotional information. He demonstrated a mature and appropriate manner of expressing his emotions to others, both verbally and non-verbally. He recognised that emotional responses are not necessarily genuine and that an outward expression of emotion may differ from an inner experience of emotion. This will make his understanding of social interactions easier and more meaningful.

Feedback from parental interview

Testee 1's mother confirmed that he was aware of emotional information and easily recognised the emotions experienced by others. She regarded him as a sensitive, empathetic boy able to interpret emotional cues accurately. This was evident in his responses in the EIAT. She did comment that, although she encouraged her children to discuss their emotions with her, Testee 1 did not 'open up' easily. His comments in the

EIAT indicated however that he was aware of the importance of expressing his emotions verbally. Despite this, he preferred communicating his emotions non-verbally.

B. Emotional facilitation of thinking

Assessment Results

Testee 1 scored 37,5% for this second branch, his lowest score which indicates that he separates thoughts from feelings. In this section, he often misinterpreted the questions and did not answer them explicitly. He seemed unaware that emotions can direct, prioritise and influence our thoughts. He tended to provide strategies for mood improvement rather than connecting the character's feelings to the decisions or judgments that were being made. He was able to recognise that moods can affect our perspectives on a situation, but he was not aware that a mood can influence our specific thinking style. He also struggled to connect the character's poor task completion to his current mood. The fact that he did not connect emotional memories to a judgement of a current situation shows that he is still developing his ability to anticipate situations based on emotional information.

Feedback from parental interview

His mother tends to emphasise the cognitive, factual aspects when guiding him in making decisions and in preparing him for difficult situations. In the EIAT, Testee 1 did not spontaneously connect emotions to making decisions and forming judgments. He tended to respond in a cognitive, factual manner.

C. Understanding and analysing emotions

Assessment Results

The third branch involves the ability to label emotions and to perceive relations between labels. He scored 50% for this component. He was able to recognise similarities between emotions: he commented that irritation, anger and despair all express a level of anger. This branch is connected to a child's verbal ability and expects him to understand the meaning of a range of emotional words. His ability to understand blended emotions is

still developing. He was able to correctly interpret the word "eager" but was uncertain of the word "despair." His ability to recognise conflicting emotions is still developing and he focused on either positive or negative emotions only. He is beginning to understand the sequential nature of emotions and observed that the girl's mother no longer felt angry as "you can't stay angry forever, it has to end sometime."

Feedback from parental interview

His mother indicated that he does display an age-appropriate vocabulary and he can differentiate between emotional labels. She acknowledged that he experienced complex emotions and showed an awareness of the sequential nature of emotions and could adjust his own emotions accordingly. In the EIAT, he was able to differentiate between most emotional labels and understood that emotions did not remain constant throughout a social interaction. His understanding of complex emotions is still developing.

D. Reflective regulation of Emotions

Assessment Results

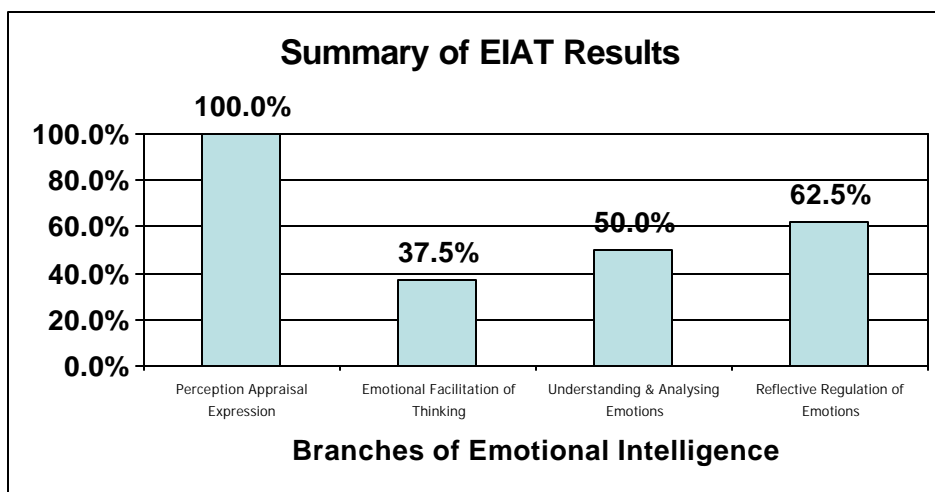
Testee 1 scored 62,5% in this section. It was evident that he often avoids negative emotional information and uses strategies which suppress these emotions, such as not thinking about these feelings or distracting himself from them. He exhibited strategies for detaching from negative feelings and engaging in positive ones. He was also aware that certain emotions are typical to a situation. His management of emotions is developing and he is able to regulate his own emotions instead of relying on outside agencies to assist him. Two examples of such strategies include distracting himself or stopping to adjust his thoughts. He uses of self-talk to improve his mood and commented that the character should "think happy thoughts" or "pretend that your friends support you even when they don't." His strategies were not always clearly formulated: a remark like "just forgetting about his bad feelings" does not indicate how he could achieve this.

Feedback from parental interview

His mother indicated that he is not open to negative emotions and will usually suppress them. This was evident in the EIAT, as he consistently dealt with negative emotions by ignoring them. He is able to detach from negative emotions, usually preferring to deal with his negative emotions privately. In the EIAT, he displayed independent, cognitive strategies to either detach from negative emotions or to improve his mood.

(iv) Summary of results

The bar graph below summarises Testee 1's results. It indicates a discrepancy between the different sub-skills in the emotional intelligence spectrum. Perception, appraisal and expression are highly developed; emotional facilitation of thinking is poorly developed; and understanding and analysing emotions, together with reflective regulation of emotions, are adequately developed. This discrepancy in scores may affect Testee 1's ability to use emotional information meaningfully. Although his awareness and perception of emotional information is well-developed, he may not be able to adequately use this information for making decisions and judgements. He may also find it difficult to recognise the emotional nuances which characterise more astute emotional functioning. There is potential for further development of his reflective regulation of emotions. This would mean an improvement in handling emotions effectively to aid performance and personal functioning, with particular emphasis on developing his openness to a range of emotions.



3.5.2.2.3 Recommendations and Conclusions

1. Testee 1 displayed a sensitive, empathetic disposition and an awareness of emotional information.
2. He should be encouraged to make use of this emotional information to aid his thinking skills. This can be easily achieved by asking him to consider how he feels about a decision.
3. His verbal skills could be further developed to facilitate the expression of his emotions and the linking of emotional information to relationships and situations. The diversity of his emotional vocabulary should be increased; a wide ranging vocabulary ensures accurate perception and expression.
4. His independent regulatory strategies are developing adequately. He should be encouraged to experience his negative emotions. By making him aware of the concept that emotions are messengers, it may reduce his anxiety about expressing these emotions more openly.

3.5.2.3 Testee Two

3.5.2.3.1 Biographical information

Date of birth: 14 June 1993
Chronological Age: 11 years 3 months
Grade: 7
Date of assessment: 30 September 2004

3.5.2.3.2 Assessment results

(i) Behaviour during testing

Testee 2 appeared to be quiet and introverted and made little spontaneous conversation with the tester throughout the assessment. She spoke very softly and her responses were usually quite brief. She also needed to be prompted to provide more detail. She

relaxed a little when given positive feedback from the tester and when she felt more certain of the procedure.

(ii) Results from Senior South African Individual Scale Revised (SSAIS-R)

Comprehension Scaled Score 14

Testee 2 falls into the superior range for comprehension. Her ability to respond to situational information in an eloquent, sophisticated manner will be an advantage when answering the EIAT questions.

Story Memory Scaled Score 11

Her short-term memory falls into the average range, indicating that she may find it difficult to remember and process vast amounts of auditory information effectively. The discrepancy between her comprehension and short-term memory scores indicate that her anxiety may have affected her ability to recall story details effectively; the score for story memory is possibly not indicative of her actual ability.

(iii) Results from EIAT

A. Perception, appraisal and expression of emotions

Assessment results

Testee 2 scored 87,5% in this section of the assessment. She demonstrated an astute ability to understand emotional information received from the environment, and was aware of a wide range of verbal and non-verbal emotional cues (tone of voice, facial expressions and body language). She is also aware of physiological signals of emotions. She was able to express her emotions verbally by telling others how and why she felt a particular way yet her ability to discriminate between emotions was inconsistent. She correctly identified a non-genuine emotional response when a character's expressed emotion was contradicted by her actions. On the other hand, in a different vignette, she did not recognise that a person's outer emotions may differ from their inner emotions: she tended to respond to the explicit show of emotion.

Feedback from parental interview

Her mother regards her as emotionally competent and able to respond to emotional information quickly and easily. Her mother also confirmed her ability to recognise non-verbal cues as being well developed. In the EIAT Testee 2 demonstrated competence in recognising both verbal and non-verbal emotional information. Her mother discussed her daughter's strong verbal ability which allowed for precise expression of emotions although she does need to be prompted to express negative emotions. In the EIAT, she seemed aware of the need to verbalise her emotions to others. Her mother felt that she was able to correctly appraise emotional information but according to the EIAT, this skill is still developing.

B. Emotional facilitation of thinking

Assessment Results

Testee 2 scored 75% for this second branch. This indicates that she is aware that emotions can influence thinking. She recognised that the character's decision would be based on the way she felt about the two choices. She was however not able to connect decision-making consistently to the way the character felt. She was aware that emotional memories can influence judgments but did not link the character's mood change to a change in perspective. This inconsistency indicates that her ability to connect emotions to thinking is not well established at this stage. She was able to connect the effect of mood on reasoning, and observed that the character should "stop, relax and then write the poem when he is feeling happier."

Feedback from parental interview

Her mother indicated that Testee 2 makes decisions based on what would best suit her. Her mother tries to encourage her to think of others feelings when making decisions. From the EIAT, it seems that Testee 2 will consider her feelings when making decisions although this may not yet be an established pattern. Her mother did indicate that she usually makes judgments and decisions on a rational level and considers her feelings last. Her ability to connect emotions to decisions in the EIAT confirmed that her daughter is aware of emotional influence but she possibly does not always pay attention to this

information when making decisions, or is not consciously aware of its influence on this process.

C. Understanding and analysing emotions

Assessment Results

The third branch involves the ability to label emotions and to perceive relations between labels. She scored 75% for this component in which her well-developed verbal skills were evident. She could provide detailed, clear explanations of the meanings of blended emotions and was able to correctly differentiate between similar emotions. The only word that she could not adequately explain was "despair" but she nevertheless made use of contextual clues to determine a basic understanding of the word. She displayed a sound grasp of complex emotions and was able to recognise that the character was feeling nervous, worried and happy at the same time. Her ability to recognise the sequential nature of emotions is still developing. She did not clearly explain how a change in circumstance can lead to a change in emotions.

Feedback from parental interview

Her mother did not think that Testee Two would be able to differentiate between similar emotions or explain blended emotions adequately. In the EIAT, her daughter seemed competent in explaining these emotions. Her mother reported that Testee 2 does experience conflicting emotions and does not express a range of varying emotions. This skill was confirmed in the EIAT. Her mother confirmed that she was aware of the sequential nature of emotions and that she was able to adjust her emotions to a situation. Although this might be the case, her understanding of the sequential nature of emotions is a little inconsistent.

D. Reflective regulation of emotions

Assessment Results

Testee 2 scored 75% in this section. Her observation that negative emotions would "make sure that he learns everything," was evidence that she recognised the importance

of paying attention to negative emotions. She was able to monitor her emotions and could recognise the value of either detaching from or engaging in an emotion to aid task performance. Her emotional regulation strategies seemed to be independent and included cognitive, self-soothing and behavioural strategies. She was therefore making use of a variety of strategies. Her cognitive strategies involved telling herself that she should continue with the rest of the test and not worry about the questions she did not know. Self-soothing strategies involved relaxing, but she did not always explain how she would relax. Behavioural strategies included reading the lines for the audition to reduce anxiety.

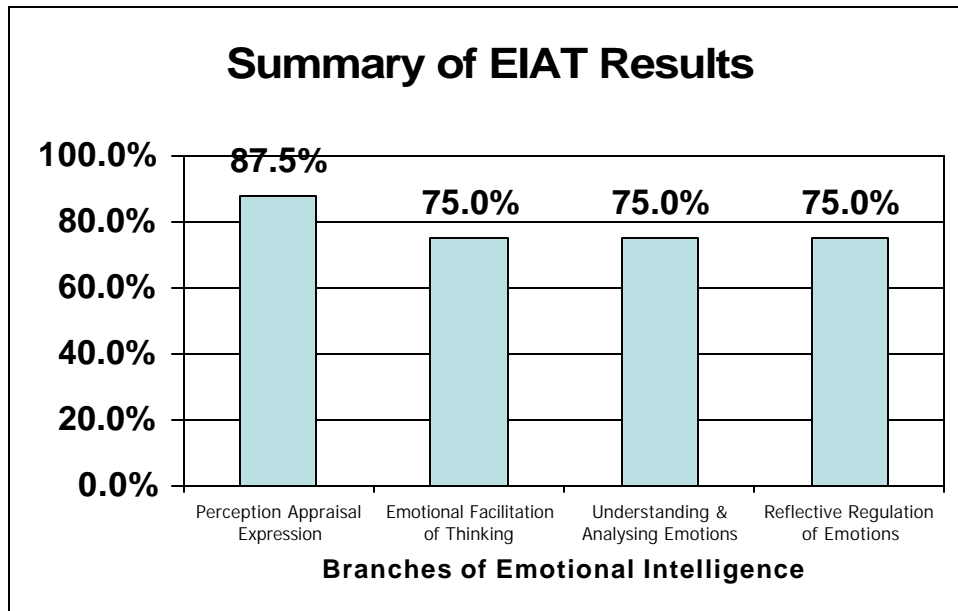
Feedback from parental interview

Her mother indicated that she is open to negative emotions especially when they will lead to goal fulfilment. She tends to experience emotions very intensely and at times this intensity is inappropriate. She is able to detach from negative emotions for instance, she is able to perform well in tests even though she gets very nervous. Her ability to remain open to negative emotions, monitor emotions and detach or engage in emotions was evident in the EIAT. Her mother commented that she prefers to have some time on her own when experiencing negative emotions. According to her mother, when her daughter's emotions do build up, she tends to express them very strongly. When her mother gives her guidance on handling her emotions, she does accept the advice. The EIAT did not reflect the intensity of her emotions but did confirm that she has a variety of independent coping strategies.

(iv) Summary of results

The bar graph below provides a summary of Testee 2's results. She has scored highly in all four branches and her skills are developing evenly. The strength of her scores may be attributed to the fact that she is the oldest testee and is more developmentally advanced. At this stage, the scoring is not differentiated and she has therefore scored high in all four areas. Her well-developed expressive language skills may also contribute to her high scores. Her highest score was for perception, expression and appraisal where she demonstrated a variety of verbal and non-verbal cues to perceiving emotions and

expressing emotions. She scored 75% for the other three branches. She displayed an ability to use emotions to aid thinking, a competent understanding of emotional labels, and a range of suitable, independent coping strategies to manage her emotions.



3.5.2.3.3 Recommendations and Conclusions

1. Testee 2 displays an understanding of emotional information and uses a variety of suitable strategies to perceive, express and manage emotions.
2. Her verbal ability is well-developed and she displays an understanding of abstract concepts. The continued development of her verbal skills will positively influence her emotional intelligence skills.
3. Her ability to distinguish between genuine and non-genuine displays of emotion should be further developed, as well as her awareness that there is sometimes a difference between inner and outer displays of emotion. Being made aware of insincere displays of emotions will further develop this skill.
4. Testee 2 uses emotions to aid her thinking, however if she were made more aware of the importance of considering emotions in making decisions and judgments, this skill would become even more useful to her.
5. Her ability to monitor the intensity of her emotions and to independently determine whether the intensity is suitable for a particular situation should be

encouraged. The awareness that her emotional display is inappropriate will help her to monitor her own emotional intensity.

In the interests of brevity, the results for the other four candidates will be presented in a tabular format.

3.5.2.4 Testee Three

3.5.2.4.1 Biographical information

Date of birth: 8 May 1995
Chronological Age: 9 years 3 months
Grade: 5
Date of assessment: 31 August 2004

3.5.2.4.2 Assessment Results

(i) Behaviour during testing

She was anxious initially and her responses were brief. She tended to stammer when anxious and this effected her ability to express herself. At times she needed answers repeated and throughout the assessment she needed confirmation from the tester. She seemed anxious about incorrect answers.

(ii) SSAIS-R Results

Comprehension: Scaled Score of 12. She falls into the high average range for comprehension, indicating an adequate ability to respond to situational information and express herself verbally.

Story memory: Scaled Score 11. Her short term memory skills are average and she may find it difficult to remember and process vast amounts of auditory information.

(iii) Results from EIAT

EQ Branch	Score	Interpretation of results	Parent feedback
Branch 1: Perception, Appraisal and Expression of emotion	75%	<ul style="list-style-type: none"> • Able to correctly identify the character's feelings and relate them to situation. • More aware of overt signs of emotion such as verbal or behavioural signs. • Aware of physiological indicators of emotion. • Her responses did not include spontaneous verbal expressions • Still developing ability to differentiate between 'genuine' and 'false' displays of emotion. 	<ul style="list-style-type: none"> • Sensitive & emotionally aware. • Makes use of non-verbal cues to understand emotions. • Battles to express emotions verbally. • Tends to accept emotions on "face value."
Branch 2: Emotional facilitation of thinking	62,5%	<ul style="list-style-type: none"> • Able to connect current mood to others' perceptions & judgments. • Aware that emotional memories can influence current perceptions. • Not spontaneously making use of emotions to guide decision making. • Aware that a person's mood would influence his/her reasoning styles. 	<ul style="list-style-type: none"> • Responds to events in a cognitive manner. • Mother encourages her to take her feelings into account when making a decision. • Her mother prepares her for an event by discussing emotions. •
Branch 3: Understand & Analyse emotions	50%	<ul style="list-style-type: none"> • Difficulty in explaining emotional blends such as "despair" and "eagerness." • Difficulty in differentiating between similar emotional words. • Displayed an understanding of the sequence of emotions. • Was aware that a person can experience conflicting emotions simultaneously. 	<ul style="list-style-type: none"> • Her vocabulary is still developing. This would affect her ability to accurately explain and distinguish between words • Able to adapt emotions to suit the situation. • Experiences conflicting emotions.
Branch 4: Reflective regulation of emotions	75%	<ul style="list-style-type: none"> • Willing to accept negative emotions in order to reach a goal. • Awareness that certain emotions are typical to a situation. • Able to detach from negative emotions in order to successfully complete a task. 	<ul style="list-style-type: none"> • Tends to suppress negative emotions. • Able to detach from negative emotions and "takes things in her stride."

		<ul style="list-style-type: none"> • Used the strategy of “forgetting” about negative emotions but did not explain how she could achieve this. • Strategies included soothing herself and building up her own confidence. Able to employ internal, cognitive strategies. 	<ul style="list-style-type: none"> • Mother provides her with guidance in how to handle her emotions, especially developing positive self-talk.
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3.5.2.4.3 Recommendations and Conclusions

1. Testee 3 demonstrated an awareness of emotional information and her responses indicated that she makes use of this within her daily life.
2. She should be encouraged to verbalise her emotions, as this will develop her ability to express herself eloquently and will allow others to understand her emotional responses to situations. Her mother’s ability to provide a non-threatening emotional support system should be nurtured as this will encourage further development of her emotional intelligence skills.
3. Her emotional vocabulary should be expanded to provide her with the tools to express herself more explicitly.
4. She is beginning to use her emotions to support her judgments and decisions. At this stage, she is using this skill automatically. She should be made aware of these skills to optimise their effectiveness in guiding her thoughts.
5. Testee 3 should be encouraged to use independent, cognitive methods to regulate emotions. She should also be encouraged to remain receptive to difficult, negative emotions. She should be made aware that sharing her emotions can be another effective strategy in regulating emotional information.

3.5.2.5 TESTEE FOUR

3.5.2.5.1 Biographical information

Date of birth: 15 July 1996
Chronological Age: 8 years 3 months
Grade: 3

Date of assessment: 14 October 2004

3.5.2.5.2 Assessment Results

(i) Behaviour during testing

He was a little anxious initially but willing to participate and answer questions. He often needed to be prompted to provide further detail to his answers. He became restless near the end of the assessment.

(ii) SSAIS-R Results

Comprehension: Scaled Score 11: An average ability to express himself verbally and understand social situations.

Story memory: Scaled Score 4: Underdeveloped auditory memory skills. He will find it difficult to remember aural information.

(iii) Results from EIAT

EQ Branch	Score	Interpretation of results	Parent feedback
Branch 1: Perception, Appraisal and Expression of emotion	37,5%	<ul style="list-style-type: none"> • Tended to provide feeling words that were not appropriate to the situation. • Awareness of outer indicators of emotion such as crying, verbalising. • Unaware of non-verbal & physiological indicators of emotion. • Not yet able to recognise insincere expressions of emotion. Regards outer displays of emotion as accurate & genuine. 	<ul style="list-style-type: none"> • Perceptive to emotions. • Very vocal and quite volatile when expressing emotions. • Vocabulary is not age-appropriate. • Can recognise and correctly interpret facial expressions on mother. • Accepts emotions at face value.
Branch 2: Emotional facilitation of thinking	25%	<ul style="list-style-type: none"> • Not able to connect emotions to decision making & judgments. • Not connecting a person's mood to behaviour and thinking. • Not able to use emotional memories to guide current perceptions. 	<ul style="list-style-type: none"> • Makes decisions impulsively and does not consider consequences. • Mother encourages him to think of options beforehand.

		<ul style="list-style-type: none"> • Not connecting emotions to reasoning. • Inconsistent in providing suitable emotions to explain a situation. 	<ul style="list-style-type: none"> • Encourages him to consider possible options to prepare him for a situation.
Branch 3: Understand & Analyse emotions	37.5%	<ul style="list-style-type: none"> • Difficulty in explaining emotional blends. • Difficulty in differentiating between similar emotional words. • Displayed an understanding of the sequence of emotions. • No clear understanding of conflicting emotions. Focused on one emotion at a time. 	<ul style="list-style-type: none"> • Not yet able to explain similarity/ difference between emotions. • Not aware of conflicting emotions. • Needs guidance in adjusting his emotions to suit the situation.
Branch 4: Reflective regulation of emotions	25%	<ul style="list-style-type: none"> • Tends to ignore and suppress negative emotions. • Relies on others to help him detach from negative emotions. • Ability to monitor emotions is still developing. He recognised that some emotions are typical for the situation but could not predict what would happen if he did not detach from these emotions. • Starting to make use of cognitive strategies but he generally relied on others to help him. 	<ul style="list-style-type: none"> • Willing to remain open to emotions and does not suppress how he feels. • He would need guidance in detaching from negative emotions. • Tends to deal with emotions in a volatile manner. It is difficult to get him to talk about his emotions.

3.5.2.5.3 Recommendations and Conclusions

1. Testee 4 was the youngest candidate and possibly has not reached the developmental milestones expected for the EIAT assessment. His results should be interpreted with caution as the scoring has not been differentiated by age. The EIAT has a bias towards older candidates.
2. His standardised score for story memory indicated difficulty in processing auditory information. As the EIAT relies on verbal and auditory proficiency, his EIAT scores are possibly influenced by his short-term memory difficulties. Auditory processing difficulties should be further investigated.

3. Parent guidance would make his parents aware of how to foster and develop his emotional intelligence skills.
4. His ability to express himself and make use of appropriate feeling words should be further developed to assist him in making appropriate verbal responses instead of reacting with volatile behaviour.
5. He should be guided to develop independent strategies for handling difficult emotions. These strategies could include positive self-talk and self-soothing strategies. At present, he still relies on others to monitor and moderate his moods. Better strategies will develop with age and appropriate parental guidance.

3.5.2.6 Testee Five

3.5.2.6.1 Biographical information

Date of birth: 28 October 1994
Chronological Age: 10 years 0 months
Grade: 5
Date of assessment: 2 November 2004

3.5.2.6.2 Assessment Results

(i) Behaviour during testing

She was both willing and enthusiastic throughout the assessment. She answered questions confidently and with self-assurance. She displayed no anxiety throughout the assessment and provided detailed, insightful responses.

(ii) SSAIS-R Results

Comprehension: Scaled Score 16: A superior ability to understand social situations and to express herself verbally.

Story memory: Scaled Score 12: Her short term memory is adequately developed, but she may find it challenging to process large volumes of auditory information.

(iii) Results form EIAT

EQ Branch	Score	Interpretation of results	Parent feedback
Branch 1: Perception, Appraisal and Expression of emotion	87,5%	<ul style="list-style-type: none"> • Used a range of feeling words that were contextually appropriate. • Displayed an ability to recognise emotional information from the environment. • Recognised non-verbal cues and physiological symptoms that signal emotion. • Willingness to express emotions verbally. • Able to distinguish between genuine and 'false' displays of emotions. • Recognises a difference between inner and outer displays of emotion. 	<ul style="list-style-type: none"> • Very sensitive to emotional information. • Displays an empathetic understanding towards others. • Family encourage openness to discuss and share emotions. • Not able to understand the difference between inner and outer displays of emotion.
Branch 2: Emotional facilitation of thinking	62,5%	<ul style="list-style-type: none"> • Aware that emotions can aid decision making, but not consistent in connecting emotions to the decisions. • Aware that emotional memories can influence current judgments. • Not consistent in relating moods to current perspectives and behaviour. • Not connecting emotions to reasoning. • Able to provide suitable emotions to explain a situation. 	<ul style="list-style-type: none"> • Considers her feelings and the feelings of others when making a decision. • Openly discusses a new situation. Mother explains the feelings associated with a new situation.
Branch 3: Understand & Analyse emotions	87,5%	<ul style="list-style-type: none"> • Can explain emotional blends and distinguish between words that were similar. • Aware of the sequential nature of emotions and can adjust emotions to suit the current situation. • Recognised conflicting emotions in characters. 	<ul style="list-style-type: none"> • Not able to distinguish between similar emotions. • Vocabulary is not sophisticated, speaks two languages at home. • Still developing ability to adjust mood to suit the situation. • Mother indicates that she does experience conflicting emotion.
		<ul style="list-style-type: none"> • Willingness to remain open to negative 	<ul style="list-style-type: none"> • Tends to suppress

Branch 4: Reflective regulation of emotions	87,5%	<p>emotions for goal achievement.</p> <ul style="list-style-type: none"> • Able to detach from/engage in emotions that will aid successful task completion. • Inconsistent ability to monitor emotions. She was able to predict the effect of negative emotions on performance. • Can recognise that certain emotions are typical to a situation. • Uses self-talk to boost confidence and reduce anxiety. Tended to use cognitive, self-soothing, independent strategies to manage emotions. 	<p>emotions. Does not want to burden parents with her feelings.</p> <ul style="list-style-type: none"> • Often expresses emotions through play. • Mother encourages her to discuss her emotions. • When determined, she is able to detach from emotions to reach a goal.
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3.5.2.6.3 Recommendations and Conclusions

1. Testee 5 displayed a good understanding of emotional information which also guides her performance and activities.
2. Her verbal skills are well-developed: she expressed herself confidently and eloquently, possibly resulting in her competence and understanding of all four emotional branches.
3. Her mother's ability to guide her emotions through open expression and effective strategies should be encouraged as this will further develop her emotional intelligence abilities.
4. Her ability to express her emotions through verbal interaction, and her skilful use of cognitive, independent strategies in detaching from negative emotions are commendable.

3.5.2.7 Testee Six

3.5.2.7.1 Biographical information

Date of birth: 26 September 1995

Chronological Age: 9 years 0 months

Grade: 4

Date of assessment: 23 October 2004

3.5.2.7.2 Assessment Results

(i) Behaviour during testing

He was little anxious initially and needed prompting to provide detailed answers. He was co-operative and worked with the tester yet tended to stammer when anxious.

(ii) SSAIS-R Results:

Comprehension: Scaled Score 13: A well-developed expressive language ability and awareness of social situations.

Story memory: Scaled Score 11: An average short- term memory ability.

(iii) Results from EIAT

EQ Branch	Score	Interpretation of results	Parent feedback
Branch 1: Perception, Appraisal and Expression of emotion	100%	<ul style="list-style-type: none"> • Displayed an ability to recognise emotional information from the environment. • Made use of a variety of non-verbal cues to express and appraise emotions. • Aware of physiological signs as emotional signals. • Appropriate response to situations, willingness to verbalise emotions. • Able to discriminate between genuine and insincere displays of emotions. 	<ul style="list-style-type: none"> • Perceptive to emotions. • Able to verbalise emotions. • Recognises non-verbal cues to emotions. • Makes use of body language & facial expressions. • Can accurately interpret emotions.
Branch 2: Emotional facilitation of thinking	50%	<ul style="list-style-type: none"> • Not consistent in connecting emotions to decision making & judgments. • Aware that emotional memories influence current judgments. • Does not relate emotions to reasoning. • Able to provide suitable emotions to explain a situation. 	<ul style="list-style-type: none"> • Makes decisions methodically. • Takes emotions into account. • Mother focuses on decisions that “make you happy.”
Branch 3: Understand & Analyse	37.5%	<ul style="list-style-type: none"> • Difficulty in explaining emotional blends. • Able to differentiate between similar emotional words. • Inconsistent understanding of the 	<ul style="list-style-type: none"> • Able to explain similarity/difference between emotions. • Experiences conflicting

emotions		sequence of emotions. <ul style="list-style-type: none"> • Not a clear understanding of conflicting emotions. Focused on one emotion. 	emotions. <ul style="list-style-type: none"> • Able to adjust, based on a change in emotions.
Branch 4: Reflective regulation of emotions	62,5%	<ul style="list-style-type: none"> • Remains open to negative emotions. • Able to detach/ engage in emotions that will hamper/aid successful task completion. • Inconsistent ability to monitor emotions and recognise whether emotions are typical to the situation. • Used cognitive, independent, self-soothing, strategies to manage emotions. 	<ul style="list-style-type: none"> • Willing to remain open to emotions. • Able to detach from negative emotions. • Accepts guidance in handling emotions. • Likes to talk and share his emotions.

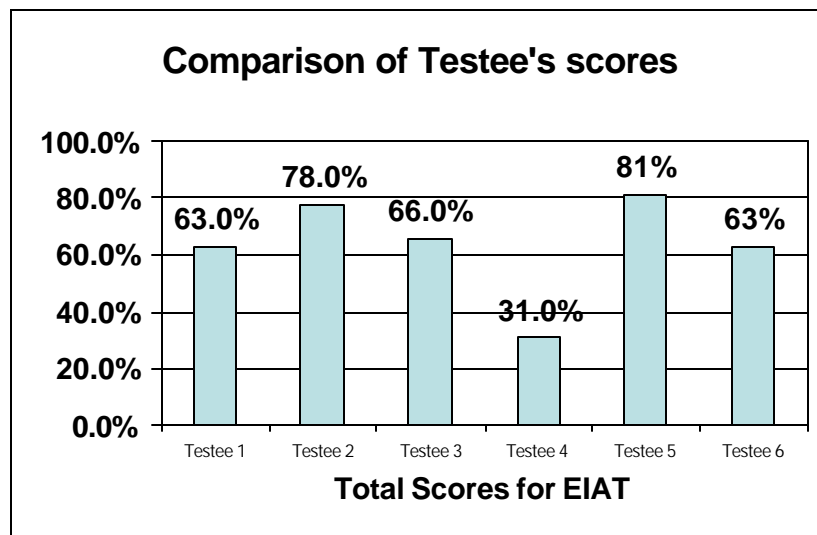
3.5.2.7.3 Recommendations and Conclusions

1. Testee 6 was able to recognise and understand emotional information. He expressed his emotions appropriately and remained receptive to a range of emotional information.
2. There was a discrepancy between his mother's perceptions of his emotional intelligence, and the skills he demonstrated in the assessment. His mother's perception indicated a good understanding of most of the skills. He displayed some of the skills but battled to explain his knowledge and understanding of them. Anxiety may have affected his performance in the EIAT.
3. His age should be taken into account when interpreting the EIAT results; his emotional understanding is possibly developmentally appropriate.
4. His awareness of emotions in aiding decision-making should be further developed. He may be a little indecisive at times: his mother commented that he makes decisions slowly and methodically. Using emotional information may optimise his decision-making process.
5. The further extension of emotional vocabulary including blends and complex emotions will help him express his emotions more accurately.
6. He displayed a good range of strategies to manage his emotions. His willingness to discuss and seek guidance will ensure that these skills continue to develop and improve.

The following section will summarise the results obtained from the different testees and will interpret these results to determine the effectiveness of the EIAT in assessing emotional intelligence. Any aspects which may interfere with the results achieved will also be discussed.

3.5.3 Summary and Interpretation of Results

3.5.3.1 Comparison of Testees' scores



The graph above indicates the total score achieved by each candidate. These were achieved by adding the totals of all four branches to receive a score out of 32. This total was then converted into a percentage which in turn has been rounded to the nearest ten. The advantage of this total score is that it allows the researcher to compare the different testees' scores and to make assumptions regarding contributory factors such as age, gender, parental information and the influence of SSAIS-R on the testees' performance.

Testee 5 scored the highest in the EIAT. In the SSAIS-R she scored in the upper superior range for comprehension indicating a competent ability to express herself in a coherent, logical manner. Testee 2, who scored the second highest total, also demonstrated a strong verbal ability in the SSAIS-R. Both testee 5 and 2 scored in the average range for story memory but seemed able to recall and process the aural information presented to them. Testee 4 scored a significantly lower score on the EIAT. His scores on the SSAIS-

R indicated specific difficulties with short-term auditory memory and average expressive language ability. These difficulties may have affected his ability to understand and respond appropriately to the questions in the EIAT. This indicates a possible correspondence between the results from the subtests of the SSAIS-R and the testee's ability to respond to the EIAT.

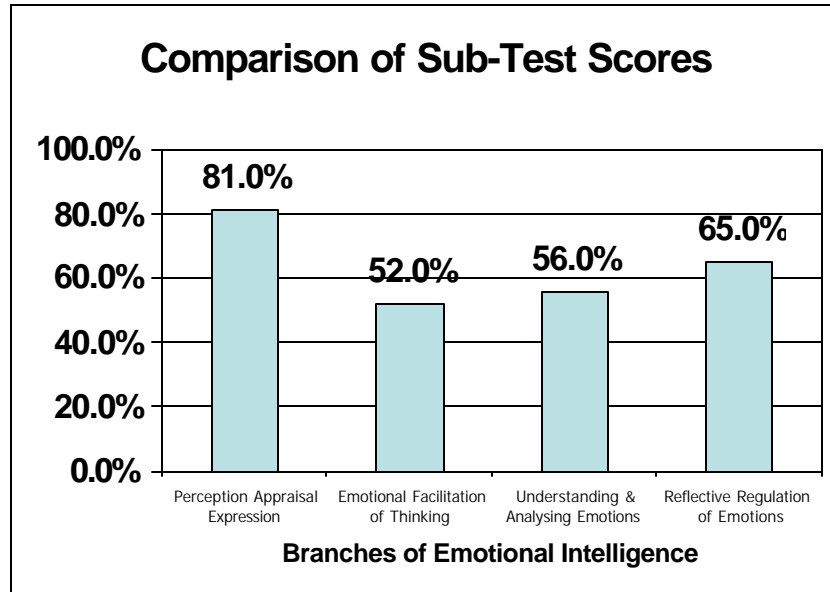
Testee 4 was the youngest candidate assessed. Because the skills are developmentally arranged, his age may have affected his ability to respond appropriately to the EIAT questions. However, Testee 5 was 1 year 3 months younger than Testee 2 but the overall score of the latter was higher. Testees 1, 3 and 6 were similar in age and so were their overall scores. This indicates that age possibly influences the results, but that verbal and aural ability are more influential. An age-differentiated scoring sheet would make the scoring a little fairer.

Testee 4's parents did not demonstrate a parenting style which encouraged the development of emotional intelligence skills. His mother did not show either that she discussed feelings with her son or assisted him in recognising emotional information. She seemed uncertain of suitable strategies to cope with emotions and attributed his responses to his age. Testee 5's mother indicated that she spent a lot of time talking to her daughter and guiding her emotional intelligence. This possibly influenced her high overall score. Testee 3's mother likewise demonstrated an understanding of emotional intelligence. Parental input is a possible contributory factor to higher scores on the EIAT.

It is difficult to assess gender differences considering the children's differing ages. The information is therefore inconclusive at this stage. Testee 1 (male) and 5 (female) were the same age and testee 5 scored significantly higher than testee 1. However, testee 3 (female) and testee 6 (male) had similar ages and scores. Both girls and boys could relate to the EIAT scenarios and so the test did not seem unfairly biased towards one gender.

This has provided an overview of the EIAT results and discussed the factors which may have contributed towards the final results. The next discussion compares subtest results to determine whether each component was adequately assessed.

3.5.3.2 Comparison of subtest scores on the EIAT



The graph above depicts the overall results for each branch of the EIAT. These scores were achieved by adding together each candidate's scores for each separate branch assessed in the EIAT. As there were six candidates and each branch scored 8 points, the total score was out of 48. This score was then converted to a percentage and rounded off to the nearest ten. The researcher can use this information to compare the results of each branch and determine the effectiveness of the EIAT in accurately assessing each branch of emotional intelligence. Developmental aspects and parental involvement were factors which had a bearing on the final results.

Perception, Appraisal and Expression of emotions received the highest overall score in the EIAT. As this is considered the most basic skill in emotional intelligence, it is acceptable that this score exceeded that of the other branches. The candidates generally displayed competence in recognising both verbal and non-verbal emotional information and were aware of the physiological signs which signal emotion. The ability to discriminate between genuine and false displays of emotion is the most complex skill and the results were inconsistent. Saarni (Bar-On & Parker 2000:76) indicates that between the ages of 10-13 years, children develop the ability to distinguish between genuine and managed

displays of emotion. Therefore candidates assessed in the EIAT are apparently still developing this ability.

Emotional facilitation of thinking received the lowest score in the EIAT. The questions included tended to be vague and many of the candidates misinterpreted them. This was evident in Scenario 3 where questions 2 and 3 asked for similar information and most of the children misinterpreted what was required in these questions. Only one candidate responded correctly to question 2 and one other to question 3. This indicates that the questions in this section need to be rephrased. According to the parent interviews, most parents did not emphasise the role that emotions play in making decisions and judgements. Emphasis was placed on considering the facts of a situation. Parental influence can be seen as impacting on their children's decision making abilities.

Understanding and analysing emotions achieved a similar score to that of the second branch. Certain questions need to be reformulated, as the candidates were not able to respond correctly. None of the candidates were able to explain the word "despair" correctly. The questions which targeted the sequential understanding of emotions were unclear and difficult to score. These questions may need to be reformulated. A competent language ability is a prerequisite for managing the questions in this section. Testee 2 and 5 scored in the 'superior and above' range for comprehension and scored significantly better than the other testees in this branch. This reveals a possible correlation between verbal ability and the understanding and analysing of emotions.

The second highest score was achieved for the final branch of the EIAT, the reflective regulation of emotions. The testees displayed the ability to use cognitive, independent strategies to detach from or engage in emotions. Most of the candidates displayed a variety of strategies. Testee 2, the oldest candidate, displayed the greatest variety of strategies, indicating that age appears to influence the diversity of strategies available to the individual. The ability to remain open to emotional experiences received inconsistent results. The general perception is that negative emotions should not be expressed and are not useful to performance. This perception is possibly culturally reinforced: although most parents expressed an openness to accept negative emotions, comments such as,

“she suppresses these emotions as she does not want to burden us (parents) with negative emotions”, indicate that negative emotions are not willingly accepted.

This concludes the summary of the results. The summary has aimed at combining the results from the different testees in order to determine possible patterns, themes, influences and difficulties with the EIAT. This information will aid the researcher in amending and extending the EIAT prior to the assessment being used on a larger population sample.

3.6 CONCLUSION

The aim of Chapter 3 has been to explain the empirical research conducted by the researcher. The first part of the chapter explained the research methods implemented, the measuring tools used and the sample group selected. The second part provided a summary of the empirical research conducted. This included the feedback received from the psychologists and explained the amendments made to the EIAT to accommodate this feedback. It then provided a detailed summary of the results of the pilot study which involved the assessment of six candidates and the interviewing of their parents. The results were analysed and interpreted to ensure that maximum information was obtained from the EIAT.

Chapter 4 will be the concluding chapter of this dissertation. It will reflect on whether the researcher has resolved the initial research problem detailed in Chapter One. The literature review as well as the empirical research conducted will be taken into account. The chapter will discuss the limitations of the study, aspects for possible improvement or extension as well as opportunities for further research of this topic.

CHAPTER 4

SUMMARY AND CONCLUSIONS

4.1 INTRODUCTION

The final chapter of this dissertation summarises the literature review, and the results of the empirical research project and determines whether the initial research question, which guided the project, has been adequately explored. The final chapter will also provide conclusions and recommendations regarding further research in this field.

4.2 SUMMARY OF THE RESEARCH QUESTION

The research question of Chapter One guided this dissertation therefore in concluding this dissertation it is necessary to revisit this question to determine whether the research has adequately answered the initial enquiry. The research question asks:

“Can a performance-based assessment, designed by the researcher, provide valuable information to an educational psychologist with regards to the emotional intelligence of a client in middle childhood?”

To ascertain the research project’s impact on the initial research question, the researcher has formulated six questions which break down the question into various issues. Each question will be discussed and will include a summary of the literature review and empirical research, followed by the research project findings. Specific recommendations will conclude each section. Each question will now be discussed in turn.

4.2.1 Can the EIAT be regarded as a performance-based assessment tool?

4.2.1.1 Summary

The EIAT is based on an ability-based model of emotional intelligence as advocated by Mayer and Salovey (Salovey & Sluyter 1997: 10). The literature review provided a detailed explanation of the ability-based model to reflect the researcher’s understanding

of the concept. In essence, the ability-based model regards emotions as a form of intelligence and advocates that assessments should determine the individual's actual ability to perform well at mental tasks instead of self-report methods which assess perceived ability (Bar-On & Parker 2000:325). As discussed in the literature review, three criteria should be considered in order for an assessment to be considered a performance-based assessment tool based on an ability-based model (Salovey & Schutte 1997:10).

- The actual ability should be assessed and not personal qualities.
- The assessment tool should assess the application of the ability.
- The assessment should aim at connecting the various abilities discussed in the Mayer/Salovey model.

4.2.1.2 Findings

The capacity of the EIAT to fulfil these three criteria was assessed in the pilot testing of a small sample group. The following findings were made:

- The EIAT is composed of four sections which aim to assess the four hierarchical tiers in the Mayer and Salovey model (Salovey & Sluyter 1997:10). Specific questions target the skills from each tier. This aims at assessing the actual rather than a perceived ability. From the pilot study, it was evident that certain questions which were vague, elicited unclear responses from the testees. This made it difficult to establish the testee's ability. Coupled with this, questions were not evenly distributed over the various skills included in the Mayer & Salovey model (Salovey & Sluyter 1997:10). As a result certain skills were emphasised more than others.
- Application of ability was assessed: the testees were asked to respond to particular social dilemmas. Their responses were guided by specific questions which targeted particular skills.
- In the EIAT, the four different abilities were assessed separately using different vignettes. Although certain questions did recap skills from previous sections, the

test tended to be quite compartmentalised. This may have produced a fragmented rather than an integrated view.

In order for the EIAT to adequately fulfil the criteria as a performance-based assessment tool, the following recommendations should be considered.

4.2.1.3 Recommendations

- The researcher would need to reformulate certain questions to ensure that the actual skill is being assessed adequately.
- Every skill in the Mayer & Salovey model (Salovey & Sluyter 1997:10) should be assessed evenly across the board with no emphasis on a particular skill.
- The integration of the various components of the EIAT could be achieved by including questions from the different components instead of from one particular component in isolation.

4.2.2 Does the EIAT accurately assess an ability-based model of emotional intelligence?

4.2.2.1 Summary

The literature study focussed on an ability-based model of emotional intelligence as described by Mayer & Salovey (Salovey & Sluyter 1997:10). The four branches of this model were explained in detail to show that the researcher had a thorough grasp of these components before designing the EIAT. These four components formed the basis of the EIAT. The components discussed in the literature review and included in the EIAT were the following:

- The ability to perceive accurately, appraise and express emotion.
- The ability to access and/or generate feelings to facilitate thought.
- The ability to understand emotion and emotional knowledge.
- The ability to regulate emotions to promote emotional and intellectual growth.

The findings will discuss the ability of the EIAT to accurately assess these four components and in so doing provide information on an ability-based model in emotional intelligence.

4.2.2.2 Findings

- **Perception, Appraisal and Expression of emotions:** The EIAT focussed attention on the perception and expression of emotions in human relationships and did not consider emotions in artwork, sounds and designs as included in the Mayer/Salovey model (Salovey, Brackett & Mayer 2004: 37). The EIAT was able to provide information on the perception, appraisal and expression of emotions both verbally and non-verbally on both an intrapsychic and interpsychic level.
- **Emotional facilitation of thinking:** The EIAT did not successfully assess this component of emotional intelligence. The questions were ambiguous and did not generate relevant information. Most testees found it difficult to relate to the concept that emotions prioritised thinking and aided judgement and memory. The questions devised to assess multiple points of view and problem-solving approaches were adequately formulated but the responses required considerable interpretation from the administrator.
- **Understanding and Analysing emotions:** The EIAT was able to determine the testee's ability to make use of a range of emotional labels in an appropriate manner. Questions which assessed complex emotions and emotional blends elicited relevant information. Questions which assessed the sequential nature of emotions did not provide enough information from the testee.
- **Reflective regulation of emotions:** The EIAT was able to provide information on the testee's ability to remain open to a range of emotions and assessed the testee's individual approach to handling emotional information. The ability to engage in or detach from an emotion, depending on its usefulness, was not adequately assessed and further investigation of this skill is necessary.

The following recommendations aim to improve the effectiveness of the assessment tool in assessing an ability-based model of emotional intelligence.

4.2.2.3 Recommendations

- The EIAT could include the perception of emotions from the general environment such as artwork and designs. This would have the effect of extending the concept of emotional perception.
- The researcher should reformulate the questions which address the emotional facilitation of thinking to ensure greater clarity and detail in responses.
- Questions addressing skills such as the sequential nature of emotions and the engagement and detachment of emotions, should be reformulated to ensure that they in fact accurately assess such skills.

4.2.3 Is the EIAT an appropriate assessment tool for children in middle childhood?

4.2.3.1 Summary

The children assessed with the EIAT were aged 8-11 years. According to the literature study which investigated the emotional development that could be expected from children in this age range children in middle childhood should be able to:

- Understand ambivalent emotions in a situation.
- Recognise the rules for emotional management as prescribed by one's culture.
- Compare themselves to their peers.
- Display a greater control over emotional responses.
- Recognise that expressive behaviours differ from inner feelings.
- Show greater awareness of suitable emotional responses to situations.

The design of the EIAT took into account these developmental aspects. It contains eight scenarios and requires the testee to listen and respond to a series of questions. The

prerequisite for performance on this assessment would be an adequate level of auditory and verbal ability and sustained concentration. Since the literature study emphasised that the middle childhood client typically becomes more of a social being with an interest in peer and school issues, the EIAT focussed on such content to ensure relevance. Family scenarios are also included but did not form the main focus.

4.2.3.2 Findings

In the pilot study, the youngest testee was 8 years 3 months and the oldest testee was 11 years 3 months. The children between 9 and 11 years were able to relate to the content of the scenarios and were able to remain focussed for the duration of the assessment.

The eight-year-old testee found it difficult to respond appropriately to the EIAT questions. The content of vignettes which included issues such as the writing of tests and the auditioning for plays seemed beyond his range of experience. He also found it difficult to remain focused for the entire assessment and as his concentration waned, he tended to misinterpret many of the questions.

4.3.3.3 Recommendations

Based on the empirical research, the EIAT should be used on children between the ages of 9-11 years. A different set of scenarios could be designed that would better suit younger children. The length of the test and the focus on auditory information would also need to be reconsidered if the EIAT were to be used on younger candidates.

4.2.4 Is emotional intelligence a relevant construct for an educational psychologist?

4.2.4.1 Summary

The literature review considered two important applications for the educational psychologist. Firstly, the use of an emotional intelligence assessment can assist the psychologist in determining the client's "psychological mindedness" (Bar-On & Parker 2000:493) which is the client's ability to make use of psychotherapeutic techniques to improve his/her life. Secondly, emotional intelligence could form an integral part of psychotherapy. The development of social and emotional skills can aid the individual in dealing more successfully with difficult situations.

4.2.4.2 Findings

Four psychologists were asked to evaluate the EIAT's applicability to psychological practice. The psychologists were asked for their personal views regarding the relevance of emotional intelligence. All concurred that emotional intelligence is an important construct and should be considered in the therapeutic environment. They reported that they would be most likely to implement emotional intelligence skills in children with social and behavioural difficulties. They recognised that an assessment tool in the field of emotional intelligence would aid the psychologist in establishing deficient EQ skills in their clients. Psychologist 4 also recognised the value of the assessment in determining the insightfulness of their clients.

4.2.4.3 Recommendations

Psychologists recognise the value of emotional intelligence, which indicates that it is a valuable construct to research and develop further. These practitioners were able to consider the merits of an EI assessment tool which suggests that the refinement and development of such a tool is indeed relevant to daily practice.

4.2.5 Can the EIAT provide valuable information to an educational psychologist?

4.2.5.1 Summary

The literature review indicated that the EIAT is a performance-based assessment tool which assesses actual skills rather than perceived ability. The EIAT was designed in such a way that children were presented with social dilemmas which they were asked to solve. In answering the questions, children were encouraged to provide “advice” to the character in the story. This made the answering of questions less threatening so that children were able to respond in an honest, detailed manner and in so doing demonstrate their actual abilities.

4.2.5.2 Findings

Six children were assessed on the EIAT. They enjoyed the idea that they were ‘providing advice’ for the characters in the scenarios and answered the questions willingly. Children who were initially quite anxious relaxed when they realised that their responses were not going to be judged or criticised. This confirms the importance of psychologists administering the assessment and demonstrating unconditional positive regard for their clients.

The information obtained from the EIAT provided the researcher with a detailed understanding of the emotional intelligence of each candidate. There were developmental similarities between candidates, as well as unique information about the testees’ emotional functioning. The researcher used this information to develop a profile of each candidate’s emotional strengths and weaknesses. There was a connection between the information obtained from the parents and the actual results obtained from the EIAT, indicating that the EIAT is able to generate accurate, relevant information.

4.2.5.3 Recommendations

The EIAT is able to provide relevant information to the educational psychologist regarding the emotional functioning of the child. The administration of the assessment should be done by a psychologist who is trained in eliciting relevant information from the client through appropriate questioning techniques, and who enters the testing situation in a non-judgemental manner. This will ensure that maximum information is obtained from

the client in a natural, relaxed manner. Further investigation of the typical developmental responses expected from children would help the psychologist determine whether or not responses are appropriate to the age-group concerned.

4.2.6 What are the limitations of the EIAT and how could these hinder its effectiveness in practice?

4.2.6.1 Summary

The literature review explored the difficulties associated with emotional intelligence assessment tools. When the researcher designed the EIAT, there was an awareness of its limitations: the scoring of the assessment being a major obstacle. The EIAT does not have a definite set of answers and only provides a set of criteria as a guideline for scoring. Interpretation by the psychologist would be necessary to determine the accuracy of the response to these criteria. The researcher did indicate that this dissertation is a pilot study aimed at assessing the suitability of the EIAT. The next step would be to administer the EIAT on a wide population group to facilitate consensus scoring. As discussed in the literature review, consensus scoring determines the most common responses from a sample group, which is then regarded as the "correct response."

Another limitation of the EIAT, as discussed by the psychologists who evaluated it, is the over-reliance on auditory and verbal information. This makes it difficult for a child with language or auditory difficulties to access the EIAT. The length of the EIAT was also criticised: psychologists were concerned that children would lose focus during the assessment.

4.2.6.2 Findings

The scoring of the EIAT requires much interpretation by the administrator. This is time-consuming and presupposes that the psychologist has an adequate knowledge of the Mayer & Salovey model (Salovey & Sluyter 1997:10). At present the EIAT provides qualitative information about the testee. A rudimentary scoring key has been included

which determines the accuracy of a response to the criterion being assessed, but at present does not allow for a differentiation of responses. The scoring allows 1 mark for a response which fulfils the criterion, and 0 for a response which does not. This makes the test unfairly biased towards older children who are more able to provide detailed, accurate responses.

The researcher was aware that the test was time-consuming to administer and also favoured verbal and auditory competence. From the pilot study it was determined that the EIAT typically took 40 minutes to administer. Most of the children remained focused throughout although the 8 year-old testee's attention wavered in the second half of the assessment. The reliance on auditory and verbal information tended to contribute to overall results. Children who demonstrated a good verbal and auditory ability, as assessed in the two subtests of the SSAIS-R, also performed better in the EIAT.

4.2.6.3 Recommendations

- A more objective and detailed scoring key based on consensus scoring will increase the effectiveness of the EIAT.
- The scoring criteria should accommodate a two-mark response. This will assist in the differentiation of scores between testees. Testees who provide a detailed and insightful response to a question can be rewarded appropriately. A two point score would also increase the range of scores achieved by different individuals on the EIAT.
- The reliance of the EIAT on auditory and verbal information could be overcome in the following ways:

Further visual cues could be provided to reduce the auditory information. Certain scenarios could be presented in pictures rather than written format. One psychologist suggested transforming the assessment into a multiple-choice questionnaire which would make it easier to administer and mark. The disadvantage of this is it would greatly reduce the valuable qualitative information obtained.

In conclusion, two tables have been devised by the researcher to summarise relevant information obtained from this research study. The first table below indicates the strengths and the weaknesses of the literature study in providing the groundwork for the empirical research study.

STRENGTHS	WEAKNESSES
<p>Demonstrates an in-depth understanding of the Mayer & Salovey model in emotional intelligence (Salovey & Sluyter 1997:10).</p>	<p>Needs a better understanding of the application of the various components included in the Mayer and Salovey model. This would have assisted the researcher in devising specific questions for each skill. It would have been useful to obtain a copy of the MEIS, which is the assessment tool devised by Mayer, Caruso and Salovey (Salovey, Brackett & Mayer 2004:1997). This would have provided greater insight into the Mayer and Salovey model.</p>
<p>Provides a detailed account of the difficulties experienced in assessing a construct such as emotional intelligence. This ensured that the researcher was aware of the limitations of the EIAT.</p>	<p>Requires a greater understanding of the developmental expectations of children in middle childhood. This would have aided the researcher in assessing whether or not responses were age-appropriate.</p>
<p>Provides a detailed review of the concept of "intelligence" and the criteria used to assess it. This made the researcher aware of the considerations to be taken into account if emotions are to be regarded as a form of "intelligence."</p>	<p>More information is needed regarding the applications of emotional intelligence to psychological practice. This would have aided the researcher in developing questions that were relevant to practice.</p>
<p>Provides an understanding of emotions and a study of its connection to neuroscience. This confirmed that emotions could be considered intelligent and were not merely impulsive responses to the outer</p>	<p>Requires an investigation into factors which influence the development of emotional intelligence. This could have included aspects such as culture and gender.</p>

environment.	
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The following table provides a brief synopsis of the strengths and weaknesses of the EIAT as a tool for assessing emotional intelligence. The researcher is aware that the limitations of the assessment tool needs to be considered before it is administered to a larger population group.

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • A performance - based assessment tool that assesses actual ability not perceived ability. • The EIAT is based on the Mayer/ Salovey model of emotional intelligence (Salovey & Sluyter 1997:10) and aims to assess all four components. • The assessment comprises relevant scenarios for children in middle childhood and specific questions to guide the assessment process. • The projective nature of the assessment tool makes it non-threatening for the testee to respond honestly. • It provides information to the psychologist regarding a child's emotional and social functioning as well as his insightfulness in responding appropriately to therapy. • It provides valuable qualitative information about the client. • Generally an accurate connection between results from EIAT and parents' perceptions of their 	<ul style="list-style-type: none"> • Administration of the assessment tool requires an in-depth understanding of the Mayer/Salovey emotional intelligence model. • The assessment tool is not appropriate for 8 year-old children. • Ambiguous questions need to be reformulated. • The assessment should assess the various skills evenly. Certain skills were emphasised more than others. • Further information is required regarding developmentally appropriate responses from different age groups. • There is a vast amount of auditory information with an emphasis on verbal responses. • The scoring criteria are vague and time-consuming. • No differentiated scoring. Children either achieve 1 mark or 0 marks which results in scores being too closely bunched together. • The EIAT is time-consuming to administer and score.

children.	
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The next section considers possible research options to extend the scope of the study conducted in this research project.

4.3 SUGGESTIONS FOR FURTHER RESEARCH

Emotional Intelligence is an exciting, dynamic construct which has caught the interest of practitioners and researchers alike. However, as it is a relatively new construct, much research is still needed to validate its relevance to practice. The following investigations could be considered as a continuation of this research project.

- Standardisation of the EIAT to make the EIAT more acceptable to psychologists. This suggests that the EIAT first be amended and then administered to a diverse and large population sample. The results from the sample could then be used to standardise the EIAT, thus ensuring that consensus scoring emerges. This in turn would make the EIAT a more user-friendly, objective measure of emotional intelligence.
- An emotional intelligence programme would ensure practical application of the Mayer/Salovey model. This would increase its usage by practitioners such as school counsellors and/or psychologists.
- Although much work has been done on the developmental understanding of emotions by researchers such as Saarni and Scharfe (Bar-On & Parker 2000), further studies could specifically connect the components of emotional intelligence in the Mayer/Salovey model to the typical development of emotional understanding in children. This would assist practitioners in recognising how typical or atypical a response may be.

This is a brief indication of possible research projects which could further develop the concept of emotional intelligence. In conclusion, the researcher will elaborate on the personal learning experience gained from the completion of this research project.

4.4 CONCLUSION

The research project has been a valuable and relevant learning experience for the researcher. The researcher's initial conception of emotional intelligence was based on the popularised view, provided by Goleman (1996). The literature study had the effect of opening up the diversity of the topic. The researcher decided to focus on a cognitive, ability-based model which is regarded as a more scientifically grounded approach to emotional intelligence. The acquired understanding of this model will benefit both personal and professional interactions, as it allows for greater insight into human functioning.

The development of the EIAT provided the researcher with the opportunity to recognise the challenges which accompany the development of any new test material. The empirical research allowed the researcher to assess the EIAT's ability to accurately measure emotional intelligence. Although much revision is required before the assessment can be standardised, the EIAT has the potential to be further developed and utilised.

Emotional intelligence is a construct that will continue to evolve and develop. Emmerling and Goleman (2003:13) regard the buzz of controversy and debate regarding emotional intelligence as exciting. A construct that is spoken about, argued over, discussed from different angles and criticized extensively is a construct worth pursuing. This fervour indicates that people are sufficiently interested in the idea to expend their energy and time on its research. It is this passion that ensures that theory is refined and practice is extended. The researcher was pleased to have played a small role in the development of an exciting construct.

APPENDIX A

TABULATED FORMAT OF THE MAYER/SALOVEY MODEL

MAYER & SALOVEY MODEL OF EMOTIONAL INTELLIGENCE

(Adapted from: Salovey and Sluyter, 1997:10)

LEVEL 1: PERCEPTION, APPRAISAL & EXPRESSION OF EMOTIONS

1. Identification of emotions making use of physiological information, feelings and thoughts.	2. Identification of emotions in other people, designs, artwork . Cues such as language, sound, appearance and behaviour can be used.	3. Expression of emotions in an accurate manner. Being able to relate needs to feelings.	4. Discrimination of emotions. The ability to distinguish between honest and dishonest, accurate and inaccurate expressions of feelings.
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LEVEL 2: EMOTIONAL FACILITATION OF THINKING

1. Emotion's ability to focus thinking. Attention is directed to certain information based on the emotional content of the information. This aids decision-making.	2. The generation of emotions to aid judgment and memory . Our emotions are vivid and accessible and can therefore influence our viewpoints.	3. Emotional mood swings effect perspective . Our moods determine aspects such as optimism or pessimism. This allows for multiple points of view. We do not always view the world in the same way.	4. Problem solving approaches are influenced by our emotional states. Happiness is more likely to produce inductive reasoning and creativity.
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LEVEL 3: UNDERSTANDING & ANALYSING EMOTIONS; EMPLOYING EMOTIONAL KNOWLEDGE

1. Ability to label emotions and the recognition of the similarities and differences between these words and concepts.	2. Interpretation of the meanings that emotions convey with regards to relationships . For instance, sadness is often related to loss.	3. Understanding of complex feelings : Simultaneous feelings (love and hate felt at the same time) or blends (emotions that are combine two feelings.)	4. Recognition of the transition of emotions such as the transition from anger to satisfaction and then to guilt.
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LEVEL 4: REFLECTIVE REGULATION OF EMOTIONS TO PROMOTE EMOTIONAL AND INTELLECTUAL GROWTH

1. The ability to stay open to both positive and negative feelings.	2. The engagement in useful emotions and the detachment of destructive emotions.	3. The ability to monitor emotions by considering how typical, influential and reasonable they are.	4. Management of emotions in oneself and in others. This involves the ability to moderate negative emotions and enhance pleasant ones while not repressing and/or exaggerating the information they may convey.
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APPENDIX B

EIAT

EMOTIONAL INTELLIGENCE ASSESSMENT TOOL (EIAT)

TEST INSTRUCTIONS

1 CONCEPTUALISATION OF TEST

The EIAT is based on the Salovey-Mayer model of “emotional intelligence” (Salovey & Sluyter 1997:10). This model is a cognitive, ability based model and presupposes that emotions are able to aid reasoning and thought processes. This model contains four components, which have been included in this assessment tool. The four components are the following:

- Perception, appraisal and expression of emotions.
- Emotional facilitation of thinking.
- Understanding and employing emotions and employing emotional knowledge.
- Reflective regulation of emotions to promote emotional and intellectual growth.

2 FORMAT OF TEST

This assessment is divided into the four components as mentioned above. Each component is assessed using two short vignettes (scenarios) with structured questions to elicit the emotional reasoning of the testee. Each section is comprised of 8 questions with each question relating to a specific skill for that particular component.

The tester will read each vignette to the testee. The testee will be presented with an enlarged copy of the vignette which they can refer to. The testee will provide verbal responses to the questions asked. The tester will write the responses down under each question. These responses should be written down verbatim to ensure accurate interpretation of the responses when scoring the assessment. It may be advisable to tape record the responses to ensure accurate recording.

3 ADMINISTRATION OF THE ASSESSMENT TOOL

The following procedure should be followed when administering the EIAT:

1. The EIAT should be administered by a psychologist in order to ensure that testing procedures are correctly implemented. An educational psychologist would be most appropriate as the EIAT is specifically designed for children and presupposes a working knowledge of childhood development. The psychologist should be familiar with the Mayer-Salovey model of emotional intelligence as there are no definite responses to questions and the tester's interpretation of the responses are important.
2. The testee should be made to feel comfortable. This assessment should be administered once the educational psychologist has established a relationship with the testee. This will ensure that the testee is willing to interact and provide comprehensive responses to the questions asked.
3. The following instructions should be given to the testee prior to administration of the assessment tool.
" Today I am going to read you some short stories. Most of the stories are about a boy or girl who is around about your age. In each story, the child has a problem that they need help with. Once I have read the story to you, I am going to ask you some questions. I want you to answer the questions in a way that would be most helpful to the child in the story. There are no right or wrong answers. If you need me to reread the story or to repeat a question, you can just ask me to do so. You have a copy of the story in front of you and you can look at it if it helps you."
4. The tester reads the first story, using a slow pace so that the child can follow the details in the story. The tester asks each question and writes down the child's response verbatim. The tester may not lead the testee by emphasizing or interpreting

certain aspects of the child's response. If the child's response is very brief, the tester may respond in the following manner, *"tell me a little bit more"* or *"What else can you think of?"* These questions encourage the child to explain further but do not lead the child's response. If the child asks for the meaning of words to be explained, the tester should consider whether the explanation of the word will influence the child's response. Words that explain feelings should not be explained as the child's knowledge and interpretation of these words is being assessed. The tester should respond by telling the child, *"I cannot tell you the meaning of the word, you need to try and figure out the meaning of the word yourself."*

5. After the learner has completed sections 1 and 2, he/she should be given a 10 minute break, as the assessment is intensive and the child may begin to lose focus after a sustained period of time. After the break, the test should resume.
6. The tester should not provide feedback on the child's responses even if the child asks the tester to provide feedback. The tester should reassure the testee by reiterating that there are no right or wrong answers and that the child should just continue answering the questions asked.

4 SCORING THE ASSESSMENT TOOL

The blank scoring sheet can be used to fill in the testee's responses. Once the assessment has been administered, the tester can ascertain the suitability of each response and award a point if the response is acceptable. In order to aid the tester in the awarding of the point, the tester should consult the "criteria for scoring" sheet which provides an indication of the information expected in order to achieve a point. The EIAT does not provide a set of definite answers and the criteria are only a guideline. The tester should determine whether the response meets the criteria provided. If it does meet the criteria then a point is given for the question. Each section gives a score out of eight. This score can then be converted into a percentage. This percentage provides an indication of the testee's overall performance and highlights strengths and weaknesses between the various components.

It must be stressed that the aim of the assessment is to provide qualitative information regarding the emotional intelligence of the testee and the scores should be interpreted cautiously.

EIAT

1: PERCEPTION, APPRAISAL AND EXPRESSION OF EMOTIONS

The following aspects will be assessed in this section:

- Identification of emotions.
- Recognition of emotions in other people.
- Appropriate expression of emotions.
- Discrimination of emotions.

SCENARIO ONE:

Susan had been working on a special project for school. She had spent the whole weekend organising her project. Firstly, she had found information on the computer, then she had drawn pictures to match the information. She was very proud of her hard work and couldn't wait to show her teacher.

As she walked into school, a wind picked up and her project flew out of her hand and landed in a puddle of water. Her project was completely ruined.

1. How do you think Susan feels at the moment?
2. How could Susan let others know how she is feeling?
3. Her teacher asks her what is wrong as she walks into the classroom.
How does her teacher know that something is wrong?
4. One of her classmates tells Susan that she was really sorry about her project. The classmate then skips off leaving Susan standing on her own. What should Susan think about the way her classmate's has acted?

SCENARIO TWO:

Sometimes Peter's parents argue with one another. Peter can hear them shouting at each other from his room. When they argue, Peter's heart starts beating fast and his hands get sweaty. He's not sure why this happens.

1. Why do you think Peter's heart starts beating fast and his hands become sweaty?
2. How would you let someone know that you are angry with them?
3. How can we know that someone is angry with us even when they don't tell us how they are feeling?
4. After the argument, Peter's father sits in front of the television and does not talk to anyone. He starts laughing at something on the television. Peter is confused, he does not know if his Dad is angry or happy. What could you tell Peter?

2: EMOTIONAL FACILITATION OF THINKING

The following aspects will be assessed in this section:

- Emotions assisting decision-making.
- Anticipating feelings to aid judgment.
- Emotions assisting multiple perspectives.
- The effect of emotions on reasoning ability.

SCENARIO THREE:

Fatima's special friend is going to live in another country. Her friend is leaving in two days time and she phones Fatima and asks her to go to the movies with her. Fatima has a big test at school the next day and she still has lots of work to study.

Fatima does not know what to do.

1. What are the different feelings that Fatima must be feeling at the moment?
2. How can Fatima make use of her feelings to help her make a decision about whether she should go out or stay at home?
3. Fatima goes out with her friend but decides to come home early to study for her test. What may have helped her to make this decision?
4. The day that her friend leaves, Fatima forgets her homework at home and she makes lots of mistakes in her schoolwork. Fatima is really not herself today. Why do you think she is having a bad day?

SCENARIO FOUR:

John has just been told by his mother and father that they are moving to a new country to live. John remembers moving to a new house and how difficult that was and so he doesn't know what to think about moving to a new country. All these different thoughts rush through his head.

1. John remembers his feelings about moving to a new house and what do you think he then tells himself about moving to a new country?
2. When John feels excited and happy, what do you think he decides about moving to a new country?
3. John's brother decides that he does not want to leave his home and school. John decides to make his brother laugh and hugs him to let him know that he loves him. His brother then starts thinking about all the exciting adventures they have in front of them. What made his brother think so differently about moving to another country?

4. John wants to draw a picture and write a special poem for his classmates. He is feeling really sad today and cannot think of anything to say in his poem and keeps on making mistakes. What do you think he should do?

3: UNDERSTANDING AND ANALYSING EMOTIONS: EMPLOYING EMOTIONAL KNOWLEDGE

The following aspects will be assessed in this section:

- The ability to correctly differentiate between emotions.
- Relating emotions to particular situations.
- Complex emotions and blends.
- Understanding the sequential nature of emotions.

SCENARIO FIVE:

Maggie is in trouble at home. Her mom, dad and granny decide to talk to her about her behaviour. Her mother tells Maggie that she is angry with her, her dad says that he is irritated with her and her granny just despairs with her behaviour.

1. How are mom, dad and granny's feelings similar?
2. Who feels the strongest about Maggie's behaviour? (Explain why).
3. After they have spoken, Maggie's mom puts her hand on Maggie's shoulder and Maggie and her mom feel better. Tell me what has happened to make them both feel better.
4. Tell me some feeling words to explain despair?

SCENARIO SIX:

It is the last day of the school year. Siphso has a long holiday to look forward to. He goes to school and he feels so excited about the upcoming holidays as he has lots of plans for the summer break. When it is time to leave school, he feels so ecstatic and is smiling and laughing with all his friends but he also notices that he has butterflies in his stomach and he has a tight feeling in his chest.

1. What different feelings is Siphso feeling at the moment?
2. Siphso has made a special card for his good friend, who he is really going to miss during the holidays. His friend just waves to him and leaves the card in the classroom. Can you explain the change in Siphso's feelings towards his friend?
3. Siphso and John are talking about their end of year reports. Siphso says that he is satisfied with his report. John says that he is proud of his report. Can you explain the difference between feeling "satisfied" and feeling "proud?"
4. John says that he is eager to start the new year and to move up to the next grade. Can you give feeling words that explain "eager?"

4. REFLECTIVE REGULATION OF EMOTIONS: PROMOTING EMOTIONAL AND INTELLECTUAL GROWTH

The following aspects will be assessed in this section:

- Openness to positive and negative emotions.
- Engagement and detachment of emotions.
- Monitoring of emotional responses.
- Management of emotions.

SCENARIO SEVEN:

Mark has learnt his work really hard for the test. As the teacher hands him the test paper, he quickly scans through the questions. Most of the questions look quite easy and then he sees that there is a ten-mark question on a section of work that he forgot to learn. He will not be able to answer that question at all. Mark feels really worried about this question.

1. How should Mark handle this situation?
2. What do you think might happen if Mark only focuses on feeling worried about the ten-mark question that he cannot answer?
3. How can he make himself feel better so that he is able to answer the other questions to the best of his ability?
4. When he is learning for his next test, he thinks back to this test and his worried, nervous feelings. Do you think that thinking about these feelings could be helpful. Explain your answer.

SCENARIO EIGHT:

Peter would really like to try out for the school play. He has dreamt about being a famous actor and he would love to be on the stage. On the day of the auditions, his friends laugh at him and tell him that he is a "big nerd" if he gets into the school play. He has felt really nervous about the audition and after his friend's comments, he has second thoughts about trying out for the them.

1. How do you think Peter is feeling about the auditions and how should he handle these feelings?

2. Do you think it is acceptable for Peter to feel nervous about the auditions and what do you think he should tell himself about the way he is feeling?

3. Peter's friends have made him feel really uncertain about the auditions. How could these feelings affect his performance in the auditions?

4. What can Peter do or say to make himself feel better about the auditions?

CRITERIA FOR SCORING

SECTION ONE: PERCEPTION, APPRAISAL AND EXPRESSION OF EMOTION

Question number	Criteria required
1.	Accurate identification of feelings. Provide words that are suitable to the context of the story. One – three words are acceptable.
2.	Any suitable expression of emotions these may be verbal or non-verbal expressions and should be suitable and appropriate.
3.	External perception of emotions such as body language and facial expressions.
4.	Ability to recognize the insincerity of the emotional response due to incongruence between the verbal response and the character's action.
1.	Physiological reactions to feelings. Link bodily reactions as messengers to specific feelings.
2.	Suitable expression of emotions which can include verbal and non verbal expressions of emotions and should be appropriate and suitable to the situation.
3.	Non-verbal expression of feelings such as body language and eye contact.
4.	Recognition that a person's inner and outer expression of emotion can be different and the outer expression may not indicate the person's actual feelings.

SECTION TWO: EMOTIONAL FACILITATION OF THINKING

Question number	Criteria required
1.	Anticipating conflicting feelings about situations. Child must connect conflicting feelings about the two choices. At least two suitable emotions related to the choices should be included.
2.	Recognition that the character's feelings will influence the decision made. Aspects such as intensity of feeling /anticipation of later feelings could be mentioned as influencing the final decision.
3.	Making use of emotional information to guide action. Feelings must be mentioned as influencing decision-making.
4.	Awareness that your present mood and feelings can influence your thinking and behaviour. Connect the character's concern about her friend leaving to her difficulties at school.
1.	Our emotional memories can influence our judgment about current events. The character would respond negatively towards moving to a new country as he remembered how difficult it was to move to a new house.
2.	A change in mood creates a change in perspective. The character will consider the positive aspects about moving to a new country.
3.	A change in feelings could result in different perspectives about the same event.
4.	Our emotional states will influence the type of reasoning that we are capable of. The task will be easier when his mood changes.

SECTION THREE: UNDERSTANDING AND ANALYSING EMOTIONS: EMPLOYING EMOTIONAL KNOWLEDGE

Question number	Criteria required
1.	Differentiation of feelings. Recognising the similarities between these feelings. Indication of what these feelings communicate.
2.	Differentiating between emotions and recognizing the different intensity of emotions. Anger would be a stronger than irritation and despair.
3.	Recognising the character's change in emotions based on situational and contextual changes.
4.	Understanding emotional blends: despair could be a mixture of disappointment and hopelessness. Child should combine two suitable emotions for despair.
1.	Identification of complex emotions – explain that he is feeling positive and negative feelings at the same time.
2.	Recognising the change in emotions based on situational and contextual changes.
3.	Explaining the differences between similar emotional words. The definitions provided should accurately explain the feeling word and the two definitions should specifically differentiate between the words.
4.	Explaining emotional blends. Child must provide appropriate words to describe "eager." Eg. Excited, curious, hopeful, keen, impatient. At least two words should be provided.

SECTION FOUR: REFLECTIVE REGULATION OF EMOTIONS: PROMOTING EMOTIONAL AND INTELLECTUAL GROWTH

Question number	Criteria required
1.	The testee should provide strategies which encourage detachment from negative feelings in order to improve performance.
2.	Ability to monitor emotions and recognize that the negative emotions will affect overall performance.
3.	Suitable management of emotions: As it is a test situation, the strategies would need to be independent, internal ones which moderate negative feelings and assist in performance.
4.	Awareness that the recall of negative feelings to a situation can help to focus one in a proceeding situation. Considering these negative emotions ensure openness to difficult emotions.
1.	Willingness to experience these negative feelings in order to assist in goal achievement. Willingness to continue with task even though it creates anxiety and nervousness.
2.	Monitoring of emotions to determine whether the response is a typical one. Feeling nervous before a play audition is typical and should be accepted.
3.	Monitoring of his emotions and detachment from emotions that will not aid him in reaching his final goal.
4.	Engagement in the positive feelings that will aid goal achievement. Strategies that encourage confidence and that reduce anxiety in the individual.

BLANK SCORING SHEETS

SECTION ONE: PERCEPTION, APPRAISAL AND EXPRESSION OF EMOTION

Question number	Criteria required	Comment on response	Point
1.	Accurate identification of feelings.		
2.	Suitable expression of emotions.		
3.	External perception of emotions.		
4.	Discrimination of emotions.		
1.	Physiological reactions to feelings.		
2.	Suitable expression of emotions.		
3.	Non-verbal expression of feelings.		
4.	Discrimination of feelings.		

TOTAL FOR SECTION ONE:

/8

_____%

SECTION TWO: EMOTIONAL FACILITATION OF THINKING

Question number	Criteria required	Comment on response	Point
1.	Identification of conflicting emotions.		
2.	Using emotional information to assist decision making.		
3.	Reacting to emotional information in decision making.		
4.	Connection between mood, behaviour & thinking.		
1.	Connecting emotional memories to current judgments.		
2.	Connecting mood to present judgments.		
3.	Mood and perspective changes.		
4.	Connecting mood to reasoning.		

TOTAL FOR SECTION TWO:**/8****____%**

**SECTION THREE: UNDERSTANDING AND ANALYSING EMOTIONS:
EMPLOYING EMOTIONAL KNOWLEDGE**

Question number	Criteria required	Comment on response	Point
1.	Recognising similarities between emotions.		
2.	Recognising the intensity of different emotions.		
3.	Sequential understanding of emotions.		
4.	Emotional blends : choosing suitable emotions		
1.	Identification of complex emotions.		
2.	Sequential understanding of emotions.		
3.	Differentiating between similar feelings.		
4.	Emotional blends : choosing suitable emotions		

TOTAL FOR SECTION THREE:

/8

____%

**SECTION FOUR: REFLECTIVE REGUALTION OF EMOTIONS:
PROMOTING EMOTIONAL AND INTELLECTUAL GROWTH**

Question number	Criteria required	Comment on response	Point
1.	Detachment from negative feelings.		
2.	Monitoring of emotions		
3.	Suitable management of emotions		
4.	Openness to negative feelings.		
1.	Openness to bad/negative feelings.		
2.	Determining whether emotional response is a typical one.		
3.	Monitoring of emotions.		
4.	Engagement in the positive feelings that will aid goal achievement.		

TOTAL FOR SECTION FOUR:

/8 _____%

CHILDREN'S ENLARGED COPIES OF THE EIAT

SCENARIO 1:

Susan had been working on a special project for school. She had spent the whole weekend organizing her project. Firstly, she had found information on the computer, then she had drawn pictures to match the information. She was very proud of her hard work and couldn't wait to show her teacher.

As she walked into school, a wind picked up and her project flew out of her hand and landed in a puddle of water. Her project was completely ruined.

SCENARIO 2:

Sometimes Peter's parents argue with one another. Peter can hear them shouting at each other from his room. When they argue, Peter's heart starts beating fast and his hands get sweaty. He's not sure why this happens.

SCENARIO 3:

Fatima's special friend is going to live in another country. Her friend is leaving in two days time and she phones Fatima and asks her to go to the movies with her. Fatima has a big test at school the next day and she still has lots of work to study.

Fatima does not know what to do.

SCENARIO 4:

John has just been told by his mother and father that they are moving to a new country to live. John remembers moving to a new house and how difficult that was and so he doesn't know what to think about moving to a new country. All these different thoughts rush through his head.

SCENARIO 5:

Maggie is in trouble at home. Her mom, dad and granny decide to talk to her about her behaviour. Her mother tells Maggie that she is angry with her, her dad says that he is irritated with her and her granny just despairs with her behaviour.

SCENARIO 6:

It is the last day of the school year. Siphso has a long holiday to look forward to. He goes to school and he feels so excited about the upcoming holidays as he has lots of plans for the summer break. When it is time to leave school, he feels so ecstatic and is smiling and laughing with his friends but he also notices that he has butterflies in his stomach and he has a tight feeling in his chest.

SCENARIO 7:

Mark has learnt his work really hard for the test. As the teacher hands him the test paper, he quickly scans through the questions. Most of the questions look quite easy and then he sees that there is a 10 mark question on a section of work which he forgot to learn. He will not be able to answer that question at all. Mark feels really worried about this question.

SCENARIO 8:

Peter would really like to try out for the school play. He has dreamt about being a famous actor and he would love to be on the stage. On the day of the auditions, his friends laugh at him and tell him that he is a "big nerd" if he gets into the school play. He has felt really nervous about the audition and after his friend's comments he has second thoughts about trying out for them.

APPENDIX C

PARENT INTERVIEW

PARENT INTERVIEW**BIOGRAPHICAL DETAILS:**

Please can you fill in the following information:

Mother's name: _____

Father's name: _____

Contact details:

Cellular phone number: _____

E-mail address: _____

City & suburb in SA: _____

Child's details:

Child's name: _____

Date of birth: _____

Grade: _____

Siblings: _____

INTERVIEW QUESTIONS:**1. PERCEPTION, APPRAISAL & EXPRESSION OF EMOTIONS**

- a) How does your child typically display and express their emotions?

- b) Would you say that your child has an age-appropriate vocabulary to describe his/her feelings. Can you provide some of the typical feeling words that your child would use?

- c) Does your child show an interest in how other people are feeling? Can you provide an example of this?

- d) What is your family's attitude towards the expression of feelings and as parents, do you share your feelings with your child?
- e) Would you say that your child is able to correctly interpret non-verbal displays of emotion and if possible, can you provide an example to support your answer?

2. EMOTIONAL FACILITATION OF THINKING

- a) What factors is your child likely to take into account when making a decision?
- b) As a parent, what advice would you give your child about decision-making?
- c) Would you say that your child's feelings would influence the way they view a situation?
- d) When expressing inner thoughts, is your child more likely to say, "I think that...." or "I feel that..."
- e) How would you help your child prepare for a threatening event or situation?

3. UNDERSTANDING AND ANALYSING EMOTIONS

- a) Would you say that your child is able to understand the subtle differences between similar emotions such as "irritation" and "frustration" and can you provide an example of this?
- b) Do you think that your child is aware that there is sometimes a difference between a person's outward expression of emotion and their inner feelings?
- c) Would you say that your child is able to adjust their emotional responses to suit the particular situation and can you provide an example of this?

- d) Can you think of an occasion when your child has expressed conflicting emotions about a situation or towards someone, such as feeling love and hatred simultaneously about a situation?

4. REFLECTIVE REGULATION OF EMOTIONS

- a) Would you say that your child is open to experiencing negative emotions or does he/she tend to suppress these emotions?
- b) What strategies is your child likely to employ to deal with negative emotions?
- c) When they are experiencing negative feelings, are they able to detach from these emotions or do they tend to prolong their negative mood?
- d) Would you say that your child usually responds to situations in an appropriate manner or do you find that you often need to provide guidelines?
- e) Would your child openly speak to you about negative feelings that they may be experiencing and ask you for guidance on handling these emotions?

APPENDIX D

QUESTIONS FOR PSYCHOLOGISTS

Dear Psychologist,

I am currently completing my Masters dissertation in educational psychology and would appreciate your professional opinion on an assessment tool in Emotional Intelligence (EIAT), which I have designed.

The EIAT is aimed at children between the ages of 8-11 years and should be administered by an educational psychologist. The empirical research that will be conducted will involve the assessment of a small group of children as part of a pilot study. Before administering the assessment tool to children, the professional opinion of a group of psychologists will aid me in refining the EIAT.

Please could you, at your earliest convenience, fill in the following questions which will provide information on the relevance and suitability of the EIAT. This will be of great assistance to my research study.

The following information has been included:

1. A brief, tabulated format of the Mayer and Salovey model in Emotional Intelligence. The EIAT is designed on this model and assumes a cognitive, performance-based approach to Emotional Intelligence.
2. A copy of the EIAT. This includes the test instructions and scoring procedure.
3. A set of questions asking for your feedback on the assessment tool.

Your involvement and feedback would be much appreciated.

Thanking You

Emma Ballard

NAME: _____

HPCSA REG NO: _____

DATE: _____

Questions to be answered by an Educational Psychologist:

After examining the assessment tool, please comment on the following:

Aspect to be discussed	Good	Fair	Poor	Comments
1. Relevance of a cognitive, ability-based model in emotional intelligence.				
2. Suitability of EIAT to psychological practice.				
3. Format of EIAT: The use of brief scenarios with structured questions.				
4. Content of scenarios: Is the content relevant to children in middle childhood?				
5. Questions: Are the questions easy to understand and are they likely to result in relevant information from the child.				
6. General layout of test: Is the test clearly set out and easy to use?				
7. Instructions: Are they detailed enough and easy to follow?				
8. Scoring procedure:				

are the criteria provided easy to use?				
9. Relevance of information that could be gained from the test.				
10. Suitability of test for children between the ages of 8-11 years.				

11. How could the researcher improve or extend the EIAT?

12. If you were to make use of this test, in what circumstances would you be most likely to use the EIAT and how could the information gained about the child aid your therapy?

13. What is your opinion on the concept of "Emotional Intelligence?"

Thank you for your time and effort in providing your professional opinion on the EIAT. Your input is most valuable.

APPENDIX E

PARENTAL CONSENT LETTER

Dear Parent,

I am currently completing my Masters dissertation in Educational Psychology. My topic involves designing an assessment tool to assess the emotional intelligence of children between the ages of 8 – 11 years of age.

The research aspect of my dissertation involves the assessment of a small group of children, using the assessment tool which I have designed.

This letter serves to ask your permission to include your child as one of the participant's in my research study. It will involve the following:

- You will need to supply me with your personal contact details so that I am able to contact you for any further information, if it is so required. No identifying biographical details will be included in the written dissertation.
- I will require an interview with one or both parents. The questions to be asked will be given to you before we meet. The interview will be arranged at your convenience. The questions asked in the interview will provide the researcher with further information with regards to the emotional intelligence of your child and will not expect you to divulge any sensitive, personal information. The interview will be tape recorded, as the researcher will need to transcribe your responses at a later stage. The interview should take about 45 minutes.
- The researcher will then require an hour's session with your child in order to administer the assessment. Once again the assessment will be tape recorded to make the transcribing of the responses easier.

I would really appreciate your time and involvement in my research study. If you are willing to participate, please fill in the consent form included.

Thanking you

Emma Ballard

CONSENT FOR MY CHILD TO PARTICIPATE IN THE RESEARCH STUDY

I _____ GIVE PERMISSION FOR MY
CHILD _____ TO TAKE PART IN THE RESEARCH STUDY.

SIGNED: _____ DATE: _____

APPENDIX F

FEEDBACK FROM PSYCHOLOGISTS

SUMMARY OF FEEDBACK FROM PSYCHOLOGISTS

Aspect discussed	Comments: Psychologist 1	Comments: Psychologist 2	Comments: Psychologist 3	Comments: Psychologist 4
Relevance of the cognitive, ability-based model in emotional intelligence.	Good: Cognitive, ability-based model is relevant to psychological practice.	Good: Cognitive, ability-based model is relevant to psychological practice	Good: Cognitive, ability-based model is relevant to psychological practice	Fair: Comment relates to relevance of test and psychologist is concerned about the relevance of the questions to younger children.
Suitability of EIAT to psychological practice.	Good: EIAT could be suitably used in psychological practice. 137	Fair: Not all psychologists are trained in correctly applying the Mayer-Salovey model and the test is limited to only those who are trained.	Good: Use of test is limited to Europeans due to Eurocentric nature of scenarios.	Fair: It is dependent on what the test would be used for. It provides information on how a child identifies feelings which could link to the ability to use therapy. However the test does not provide an indication of the internal dynamics of a child. It would be too long to add to another battery of tests.
Format of EIAT: Using brief scenarios with structured	Good: Use of scenarios and questions is well structured.	Poor: Test would become tedious especially when administered to a	Good: Use of scenarios and questions is well structured	Fair: It is a long test to administer especially if combined with

questions.		child who is unable to focus and listen attentively for an extended period of time.		other tests. Each scenario has too many questions which could result in the younger child losing focus.
Content of scenarios: Relevance to middle childhood.	Good: Grammatical error in scenario 2, section 2	Good: Vignettes appear to be based on children's issues.	Fair: Scenarios are too focused on school issues and not enough on sibling and family issues.	Fair: Scenarios are school-based and does not reveal much about how child deals with conflict in the family or emotional dynamics which are family-orientated.
Questions: easy to follow & understand and will they result in relevant information from the child.	Good: questions are easy to follow and could result in relevant information.	Fair: Avoid "can you think" questions and rather replace this phrase with "tell me" as this is likely to elicit more information from the child.	Good: Language needs to be checked with children themselves. Some of the questions may need to be reworded for 8-year-olds especially if English is their second language or there are language issues of any kind.	Fair: Some of the questions are too long and the younger child especially may lose focus. Relook at questions in scenario 1 as questions are too lengthy. The questions are likely to result in relevant information although it will mainly be school-related.
Layout of EIAT: Is test easily set	Good: As some children may have	Fair: The layout of the test could	Good: Test is easily set out and	Good: Test is easily set out and

out and convenient to use?	weak short-term memories or may be visual learners, it would be helpful to have a laminated copy of each scenario, in large font, for them to follow.	be further developed. No comment given.	convenient to follow.	convenient to follow.
Instructions: Are they detailed enough and easy to follow?	Good: Detailed and easy to follow.	Good: they provide a clear understanding of what is required.	Good: Detailed and easy to follow.	Good: Very easy to follow and clear.
Scoring: Are the criteria provided easy to follow?	Uncertain of the points which will be awarded. Examples of appropriate answers would delineate responses. Would there be different norms for the different ages?	Fair: As the scoring procedure is very subjective, the test should only be used qualitatively.	Good: Criteria are easy to follow.	Poor: The criteria are not easy to follow and are too strict at times making it too advanced for a child in middle childhood. This would only be established when the test is administered to children. Examples would provide a clearer understanding of the scoring.
Relevance of information gained from the test.	Good: Provides information on areas that a child needs to develop in their emotional	Good: Relevant qualitative information regarding a child's emotional	Good: Information is relevant.	Fair: It would be dependent on what you would be using the assessment for. If it is only to gain

	intelligence.	adjustment can be gained.		an indication of a child's emotional thinking, then it is relevant. However, in practice, it is more beneficial to have an indication of the emotional dynamics related to sense of self, peer and family.
Suitability of test for children between 8-11 years of age.	Good: However, tester must take into consideration that 8-year-olds are unlikely to provide as sophisticated responses as 11-year-olds. It would be interesting to determine the average ages of the development of certain emotional intelligence skills.	Fair: Some of the questions, especially in the 4 th component, might be too abstract for 8-year-olds.	The test seems appropriate but pilot study will help to determine the suitability of the language and scenarios.	Fair: The test is very long and the scenarios are very school-based. It would be especially long if included in another battery of tests.
Improvements that could be made to the EIAT.	Length of test: A little long. However two scenarios ensure a fairer score if child cannot identify with one of the scenarios. Possibly fewer	Length of test: The time frame for the test needs to be provided and because it is presented in one modality, question-answer,	Indication of expected time allowed might be useful especially if it is part of an assessment battery.	Examples for scoring to aid accurate, more objective scoring of the assessment. The assessment is very long and could

	<p>questions per scenario.</p> <p>Test may be difficult for children with poor auditory memory skills as it involves a lot of listening. If a child appears to have an auditory weakness, complete the SSAIS-R story memory to determine whether there is an auditory memory problem. The same is true of children with comprehension difficulties. A low EQ score could rather be a poor comprehension ability. These distracting factors need to be cancelled out. Assessment could be made into a multiple choice test with the tester reading out each scenario to aid children with</p>	<p>it may be too long, abstract and tiring for the child.</p> <p>Some of the vignettes could be presented in the form of a picture and questions based on the picture. Other creative ways of maintaining a child's interest should be explored.</p>	<p>The instructions indicate that the test should be administered by an educational psychologist who is trained in applying the Mayer-Salovey model in emotional intelligence. The psychologist wonders who would provide such training. She also questions the specific reference to "an educational psychologist" which indicates that emotional intelligence is an educational issue and not a clinical one.</p> <p>There needs to be an explanation as to the suitable intellectual abilities required for the administration of</p>	<p>be reduced.</p> <p>The scenarios are very school related and could be omitted and replaced with more family related ones.</p>
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	reading difficulties. A multiple choice test would be quicker to administer and could be given to groups of children.		the EIAT.	
Circumstances when EIAT would provide relevant information for therapy.	Children with social difficulties. The EIAT could assess the child's specific weaknesses and this information could be introduced into therapy by developing the child's EQ and improving specific social skills.	The EIAT is suitable for a child who has been referred for behaviour problems, peer relationship difficulties, a withdrawn child or general relationship difficulties. The information gathered would allow one to identify potential problem areas and then therapy could be structured around the specific problem areas.	No information provided to this question.	It may be beneficial in determining the child's ability to reason emotionally, differentiate between emotions and gauge how the child reacts to negative emotions/situations. This in turn could determine whether the child has the cognitive insights to use therapy. It could also help to determine the type of therapy that would be suitable, for instance, psychoanalytic vs cognitive therapy.
Personal opinion on concept of emotional intelligence.	Emotional development allows for social competence based on knowing and	Children should be made aware of and consciously taught about emotions from an	No information provided for this question.	Emotional intelligence is related to cognitive abilities. The two are interlinked, thus

	<p>managing one's own emotions, being self-motivated, able to recognize one's own emotions in order to successfully manage relationships. EQ requires the understanding of one's own feelings and ambitions (self-awareness), the appropriate management of emotions (self-restraint) and the understanding of others' feelings and ambitions through compassion, altruism and empathy. The skills such as listening, co-operating and resolving conflict, allow one to be socially astute and to relate better to others.</p>	<p>early age. An emotionally intelligent child would be better equipped to deal with difficulties in their development, especially during adolescence. A child's self-confidence, self-esteem and relationships are boosted when a child is emotionally aware.</p>		<p>their intellectual functioning would determine their emotional functioning. The development of emotional intelligence is also affected by early development, attachment and the mother-child relationship.</p>
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APPENDIX G

SUMMARY OF RESULTS FROM EIAT

SCORING SHEET: TESTEE ONE

SECTION ONE: PERCEPTION, APPRAISAL AND EXPRESSION OF EMOTION

Question number	Criteria required	Comment on response	Point
1.	Accurate identification of feelings.	He explained that the character would feel "terrible" and "dreadful." These two words are appropriate emotional words based on the context of the story.	1
2.	Suitable expression of emotions.	He indicated that the character should express emotions verbally and that facial expressions would demonstrate the character's current emotional state.	1
3.	External perception of emotions.	Testee 1 indicated that facial expressions would let the teacher in the scenario know that there was something wrong. This response indicates that Testee 1 is aware of the role that facial expressions play in expressing emotional information.	1
4.	Discrimination of emotions.	Testee 1 responded that, "saying sorry was really kind but skipping away would be a bit nasty." He has understood that the character's friend has not demonstrated a genuine display of emotion because her actions contradicted her sympathy.	1
1.	Physiological reactions to feelings.	Testee 1 recognised that the character is scared that his parents will get a divorce and that these feelings make him get 'all sweaty'. He has connected the physiological signs to the emotions that the boy is experiencing.	1
2.	Suitable expression of emotions.	Testee 1 would make his face look angry. If he is asked why he is angry, he would let the person know by providing a reason for his anger. His response demonstrates an appropriate manner of expressing emotions.	1
3.	Non-verbal expression of feelings.	Testee 1 would make use of facial expressions and tone of voice to let someone know that he was angry. This response indicates a good understanding of the non-verbal clues to emotional information.	1
4.	Discrimination of feelings.	He recognized that the father in the story is still angry even though he is laughing at something on TV. Laughter indicates that the Dad's anger is possibly dissipating.	1

TOTAL FOR SECTION ONE:

8/8

100%

SECTION TWO: EMOTIONAL FACILITATION OF THINKING

Question number	Criteria required	Comment on response	Point
1.	Identification of conflicting emotions.	Testee 1 realised that the character was sad about her friend leaving but also scared that her parents would find out that she had not studied for her test. He has identified two conflicting emotions which are suitable to the context of the story.	1
2.	Using emotional information to assist decision making.	The testee needed to be prompted to connect emotions to decision making. He provided information about how the girl should handle her dilemma in the scenario but he did not connect feelings to the decision making process. He rather described a diversion tactic to can make her feel better.	0
3	Reacting to emotional information in decision making.	The testee ranked the priority of tasks but did not connect this priority to emotional information.	0
4.	Connection between mood and behaviour & thinking.	The testee connected the sadness that the character felt about her friend leaving to performance by commenting, "She can't think about it because she is sad about her friend leaving."	1
1.	Connecting emotional memories to current judgments.	The testee provided strategies to make the character feel better about moving, instead of linking the emotional memories about moving house to anxieties about moving to a new country.	0
2.	Connecting mood to present judgments.	He recognized the connection between feeling happy and experiencing positive thoughts about moving to a new country.	1
3.	Mood and perspective changes.	The testee misinterpreted question and tended to list the aspects that the character's brother could look forward to when moving to a new country. He was expected to link the brother's change in mood to a change in perspective.	0
4.	Connecting mood to reasoning.	The testee misinterpreted the question initially and explained that the boy in the story was sad about moving, without connecting it to his difficulty in completing a task. When prompted, he did indicate that the boy should take a break from the task, but he did not clearly connect feeling sad to poor task completion.	0

TOTAL FOR SECTION TWO:**3/8****37,5%**

**SECTION THREE: UNDERSTANDING AND ANALYSING EMOTIONS:
EMPLOYING EMOTIONAL KNOWLEDGE**

Question number	Criteria required	Comment on response	Point
1.	Recognising similarities between emotions.	Testee 1 recognized that all the emotions in the scenario expressed anger towards the girl. This indicates an understanding of the similarity between these three words.	1
2.	Recognising the intensity of different emotions.	The testee did not understand the word "despair" and commented that this was the strongest emotion in the scenario. He explained that the granny would feel most angry because she was visiting. His lack of understanding of the word "despair" affected his ability to demonstrate that "anger" is more intense than "despair".	0
3.	Sequential understanding of emotions.	Testee 1 recognized that the mother in the scenario was no longer angry with the daughter after they had spoken. He commented, "you can't stay mad forever, it has to end sometime," indicating an understanding of the sequential nature of emotions.	1
4.	Emotional blends : choosing suitable emotions	He could only think of the word "angry" to describe "despair." This indicates that he does not have a good understanding of this particular emotional blend.	0
1.	Identification of complex emotions.	The testee identified that the child in the story was experiencing sadness because the school year had ended. He needed to be prompted to provide other emotions experienced. He then responded that the child also felt happy but could not substantiate this response. He did not automatically recognize the differing emotions.	0
2.	Sequential understanding of emotions.	The testee did not immediately link the incident described in the scenario to a change in feelings towards his friend. He recognized that the boy would feel angry and when prompted further he said the boy was also "happy and a bit sad." He has not linked the incident to a change in emotions.	0
3.	Differentiating between similar feelings.	The testee explained that "proud" is when you are very happy with your mark even if someone did better whereas "satisfied" indicates that you would like to get a higher mark. His explanation indicates a good understanding between these words.	1
4.	Emotional blends : choosing suitable emotions	The testee described "eager" as being "very excited," "happy," "can't wait." These words are appropriate words to describe "eager."	1

TOTAL FOR SECTION THREE:

4/8 50%

**SECTION FOUR: REFLECTIVE REGULATION OF EMOTIONS:
PROMOTING EMOTIONAL AND INTELLECTUAL GROWTH**

Question number	Criteria required	Comment on response	Point
1.	Detachment from negative feelings.	Testee 1 provided a strategy which would encourage detachment from the negative emotions. This involved attempting the difficult question and trying his best.	1
2.	Monitoring of emotions	The testee understood that emotions need to be monitored and changed in order to assist in task completion. He commented that "if you concentrate on the fear, then you won't be able to do the other questions properly."	1
3.	Suitable management of emotions	Testee 1 provided suitable methods of handling the test paper but did not adequately explain how he could make himself feel better. When prompted, he said that the boy in the story should just think happy thoughts but he did not clearly link his strategy to the boy's current situation.	0
4.	Openness to negative feelings.	The testee did not think that the character should take his negative feelings into account when learning for the next test. Testee 1 did not recognize the importance of considering these negative feelings to guide one in the current learning task.	0
1.	Openness to bad/negative feelings.	The testee correctly identified the character's feelings of nervousness but did not adequately explain how he should handle these emotions. Instead he explained what he should do about the play auditions.	0
2.	Determining whether emotional response is a typical one.	His response indicated that he was aware that the character's response was a typical one and that his emotions could aid him in task performance. He responded that "when you are nervous, it can bring an answer."	1
3.	Monitoring of emotions.	He recognized that these negative feelings could result in the character not performing well at the audition and that he should detach from these emotions.	1
4.	Engagement in the positive feelings that will aid goal achievement.	The testee provided a suitable strategy which would result in the engagement of positive emotions. He explained that the character could pretend that his friends were supporting him and in this way, he would stop feeling really nervous.	1

TOTAL FOR SECTION FOUR:

5/8

62,5%

SCORING SHEET: TESTEE TWO

SECTION ONE: PERCEPTION, APPRAISAL AND EXPRESSION OF EMOTION

Question number	Criteria required	Comment on response	Point
1.	Accurate identification of feelings.	Testee 2 used words such as "very depressed" and "upset" and provided reasons for the character feeling this way. These two words are appropriate emotional words based on the context of the story.	1
2.	Suitable expression of emotions.	Testee 2 would express emotions verbally and facial expressions would demonstrate her current emotional state.	1
3.	External perception of emotions.	She provided exact details of suitable body language such as "walking sadly with her head down" and "changes in the tone of her voice". This indicates a good understanding of non-verbal displays of emotions.	1
4.	Discrimination of emotions.	She understood that the emotion expressed in the scenario was not genuine and that the girl's actions and verbal responses provide clues regarding the sincerity of the response. She has understood the contradictory nature of this social transaction.	1
1.	Physiological reactions to feelings.	She has related the physiological signs to feelings of nervousness and anxiety regarding the character's parents arguing.	1
2.	Suitable expression of emotions.	Her response indicated that she would tell the person who had made her angry that she was not happy about how they handled the situation. This is an appropriate manner of expressing emotions.	1
3.	Non-verbal expression of feelings.	She descried behavioural aspects of expressing emotions such as "not going near you" and "not including you." These are adequate non-verbal expressions of emotions.	1
4.	Discrimination of feelings.	She did not recognize that the father in the scenario was still angry even though he was laughing at something on television. She commented, "he was now happy and has forgotten about the argument already".	0

TOTAL FOR SECTION ONE:

7/8

87,5%

SECTION TWO: EMOTIONAL FACILITATION OF THINKING

Question number	Criteria required	Comment on response	Point
1.	Identification of conflicting emotions.	Testee 2 indicated that the character is, "confused and upset because she wants to go with her friend and knows she should study". She has identified two appropriate emotions which are suitable to the context of the story.	1
2.	Using emotional information to assist decision making.	The testee provided a solution which involved asking her parents what she should do. She has not connected the character's emotions to the decision making process.	0
3.	Reacting to emotional information in decision making.	She recognized that the character's feelings will help her to make a decision. Testee 2 suggested that the character should split her time between the two activities as she feels strongly about both.	1
4.	Connection between mood and behaviour & thinking.	The testee connected the sadness that the character felt about her friend leaving to her performance at school by commenting, "She is missing her friend a lot... and this bothers her."	1
1.	Connecting emotional memories to current judgments.	She has managed to connect the emotional memories that the character expresses about moving to a new house as leading to negative emotions regarding moving to a new country.	1
2.	Connecting mood to present judgments.	She has recognized the connection between feeling happy and experiencing positive thoughts about the characters move to a new country.	1
3.	Mood and perspective changes.	She has not connected the character's change in mood to his change in perspective regarding the move. Testee 2 has only provided reasons as to why he should look forward to the move.	0
4.	Connecting mood to reasoning.	She has connected the character's mood to his inability to complete the task and comments that he should "stop, relax and then write the poem when he is feeling happier". This indicates that she is aware that a person's current mood can effect their reasoning ability.	1

TOTAL FOR SECTION TWO:**6/8****75%**

SECTION THREE: UNDERSTANDING AND ANALYSING EMOTIONS: EMPLOYING EMOTIONAL KNOWLEDGE

Question number	Criteria required	Comment on response	Point
1.	Recognising similarities between emotions.	The testee recognized that all the emotions in the scenario expressed anger towards the girl's behaviour. This indicates an understanding of the similarity between these three words.	1
2.	Recognising the intensity of different emotions.	The testee indicated that the mum felt the strongest and identified "anger" as the strongest word.	1
3.	Sequential understanding of emotions.	Testee 2 has not clearly explained the change in the mother's emotions in the scenario, due to a change in circumstances. Testee 2 has merely provided reasons for the change in emotions.	0
4.	Emotional blends : choosing suitable emotions	She used words such as "sad" and "a bit angry." These two words do not clearly define the word "despair" and are a vague description of the word.	0
1.	Identification of complex emotions.	She managed to identify the conflicting emotions that the character is currently experiencing such as "nervous," "worried" and "happy."	1
2.	Sequential understanding of emotions.	She has recognized that the friend's actions in the scenario have altered the character's feelings towards the friend. This explains the sequential nature of emotions based on a circumstance.	1
3.	Differentiating between similar feelings.	The testee correctly differentiated between these two words and explained that "proud" means "happy" and "impressed" and "satisfied" means "you could have done better but you have done okay."	1
4.	Emotional blends : choosing suitable emotions	She correctly explained the word "eager" as being "excited," "happy," and "wanting to go into the next grade at school."	1

TOTAL FOR SECTION THREE:

6/8 75%

**SECTION FOUR: REFLECTIVE REGULATION OF EMOTIONS:
PROMOTING EMOTIONAL AND INTELLECTUAL GROWTH**

Question number	Criteria required	Comment on response	Point
1.	Detachment from negative feelings.	The testee provided a strategy which would encourage detachment from the negative emotions. This involved attempting doing the questions that the character in the scenario knows, instead of focusing on the question he does not know.	1
2.	Monitoring of emotions	The testee recognized that if the character is not able to detach from these negative emotions, he will possibly not be able to complete the rest of the paper properly. This indicates the need to be aware of one's emotions and manage them correctly.	1
3.	Suitable management of emotions	Her strategies involved detaching from negative emotions experienced by the character by continuing with the other questions and trying to relax. She did not provide details on how the character could go about relaxing and her management strategy seemed a little vague.	0
4.	Openness to negative feelings.	She was aware of the benefit of remembering the bad experience so that the character can prevent the same mistake from happening in the next test. She commented that the negative feelings could "make sure that he learns everything."	1
1.	Openness to bad/negative feelings.	She did not adequately explain how the character is feeling and only explained how he should handle his feelings: "forget about what his friends say."	0
2.	Determining whether emotional response is a typical one.	She recognized that it is a typical response and that the character should set himself goals that he would like to achieve and in order to reach these goals, he is likely to feel nervous.	1
3.	Monitoring of emotions.	She recognized that the negative emotions experienced by the character due to his friend's comments could result in him not performing well in the audition and that detachment from these emotions is necessary.	1
4.	Engagement in the positive feelings that will aid goal achievement.	She suggested suitable strategies to reduce the character's anxiety such as "practicing his lines" and self-soothing strategies such as "telling himself that his friend's are nerds because they do not want to be in the play."	1

TOTAL FOR SECTION FOUR:

6/8

75%

SCORING SHEET: TESTEE THREE

SECTION ONE: PERCEPTION, APPRAISAL AND EXPRESSION OF EMOTION

Question number	Criteria required	Comment on response	Point
1.	Accurate identification of feelings.	She used words such as "sad" and "disappointed" and provided a reason for the character her feeling this way. These two words are appropriate emotional words based on the context of the story.	1
2.	Suitable expression of emotions.	She found this question difficult to answer but then commented that the character should "tell her friend as this would cheer her up". This response indicated an awareness that feelings should be verbalized.	1
3.	External perception of emotions.	Testee 3 commented that the character's feelings would be recognized by "the way she behaves as she would not seem happy today". This response does not demonstrate a clear understanding of the non-verbal displays of emotion such as facial expressions, body language.	0
4.	Discrimination of emotions.	She recognized that the girl in the story would feel sad as her friend was not really interested in her problem. She understood that her friend had not demonstrated a genuine display of emotion as her actions contradicted her sympathy.	1
1.	Physiological reactions to feelings.	She responded that "it is because he is scared and sad that his parents will get a divorce". She has connected the physiological signs to the emotions that the boy is experiencing.	1
2.	Suitable expression of emotions.	She recognized the importance of telling someone how you feel. She would tell her mom but recognised the importance of also telling the person who has made you feel angry. This is an appropriate manner of expressing emotions.	1
3.	Non-verbal expression of feelings.	She indicated facial expressions, "a cross face" and behaviour, "they won't speak to you." This response indicates a good understanding of the non-verbal clues to emotional information.	1
4.	Discrimination of feelings.	She has not recognized that the father in the story still feels angry even though he is laughing at something on television. She has not recognized that his outward display of emotions may not accurately express his inner emotions.	0

TOTAL FOR SECTION ONE:

6/8

75%

SECTION TWO: EMOTIONAL FACILITATION OF THINKING

Question number	Criteria required	Comment on response	Point
1.	Identification of conflicting emotions.	She has indicated that the character would feel worried and confused and would not know what to do. She has identified two appropriate emotions related to the situation.	1
2.	Using emotional information to assist decision making.	She provided information about how the girl should handle her dilemma but she did not connect feelings to the decision making process.	0
3.	Reacting to emotional information in decision making.	The testee ranked the priority of tasks but did not connect this priority to emotional information.	0
4.	Connection between mood and behaviour & thinking.	The testee connected the sadness that the girl in the story felt about her friend leaving to performance by commenting, "she's missing her friend and she is sad and worried because of this".	1
1.	Connecting emotional memories to current judgments.	She connected the difficulties of losing friends to moving house and how this will have even a greater impact when moving country. She has therefore recognized that negative memories about moving house will lead to negative judgments about moving to another country.	1
2.	Connecting mood to present judgments.	She recognized the connection between feeling happy and experiencing positive thoughts about moving to a new country.	1
3.	Mood and perspective changes.	She did not connect the brother's change in mood in the story to a change in perspective but rather provided a vague reason for his feeling excited about moving to another country.	0
4.	Connecting mood to reasoning.	Her response indicated that the character's mood needs to improve before he would be able to complete the task at hand. This response indicated that she is aware that there is a connection between mood and reasoning.	1

TOTAL FOR SECTION TWO:**5/8****62,5%**

SECTION THREE: UNDERSTANDING AND ANALYSING EMOTIONS: EMPLOYING EMOTIONAL KNOWLEDGE

Question number	Criteria required	Comment on response	Point
1.	Recognising similarities between emotions.	The testee recognized that all the emotions included in the scenario expressed anger and sadness towards the girl. This indicated an understanding of the similarity between these three words.	1
2.	Recognising the intensity of different emotions.	The testee did not understand the word "despair" by commenting that this was the strongest emotion.	0
3.	Sequential understanding of emotions.	The testee did not indicate that after talking, the mother's anger would be relieved. She rather described what the character should do to be better behaved.	0
4.	Emotional blends : choosing suitable emotions	She named "angry" and "cross." These two words do not adequately explain the meaning of "despair."	0
1.	Identification of complex emotions.	The testee identified that the character is feeling both "happy" and "scared" and that you can feel these two feelings at the same time. This indicated an awareness of complex emotions, feeling two contradictory emotions simultaneously.	1
2.	Sequential understanding of emotions.	The testee understood that the character's feelings about his friend have altered because of the way his friend treated him. This indicated that she has understood the dynamic, sequential nature of emotions.	1
3.	Differentiating between similar feelings.	She explained that "proud" means "really happy" but she did not adequately explain the meaning of the word "satisfied" by saying that "satisfied" means "not so proud of it".	0
4.	Emotional blends : choosing suitable emotions	The testee described "eager" as being "excited," "happy," "can't wait." These words are appropriate words to describe "eager."	1

TOTAL FOR SECTION THREE:

4/8 50%

**SECTION FOUR: REFLECTIVE REGULATION OF EMOTIONS:
PROMOTING EMOTIONAL AND INTELLECTUAL GROWTH**

Question number	Criteria required	Comment on response	Point
1.	Detachment from negative feelings.	The testee provided a strategy which would encourage detachment from the negative emotions. She responded that the character should "work on the other questions instead of worrying about the difficult ones".	1
2.	Monitoring of emotions	The testee understood that emotions need to be monitored and changed to assist task completion. She commented that if the character worries about the ten mark question, he will run out of time to complete the other questions.	1
3.	Suitable management of emotions	The testee provided suitable methods of handling the test paper and provided cognitive prompts to improve mood by saying, "if he can't then he can't." This indicates a suitable management strategy to detach from negative emotions.	1
4.	Openness to negative feelings.	The testee did not discuss the relevance of paying attention to negative memories. Instead, she provided a strategy of "just being happy and doing his best".	0
1.	Openness to bad/negative feelings.	The testee indicated that the character would feel confused but should still continue with the play auditions. This displayed a willingness to stay open to negative emotions in order to fulfill goals.	1
2.	Determining whether emotional response is a typical one.	Her response indicated an awareness that the character's response was a typical one. She said that the character should tell himself "I want to do it so I will not worry about anyone."	1
3.	Monitoring of negative emotions.	She said that the character should "forget about these negative feelings". This response does not answer the question which is to indicate how these negative feelings may affect his performance in the auditions.	0
4.	Engagement in the positive feelings that will aid goal achievement.	The testee provided a suitable strategy for the engagement of positive emotions. She indicated that he should forget about his friend's comments and try his best in the auditions.	1

TOTAL FOR SECTION FOUR:

6/8

75%

SCORING SHEET: TESTEE FOUR

SECTION ONE: PERCEPTION, APPRAISAL AND EXPRESSION OF EMOTION

Question number	Criteria required	Comment on response	Point
1.	Accurate identification of feelings.	He said that the character felt "angry" because she did not want the project dropped on the floor and she felt "happy" because she wants to show her teacher. The question asked how the character felt at that moment and happiness would not be an appropriate emotion.	0
2.	Suitable expression of emotions.	He indicated that the character should express her emotions verbally and let them know that she did not want the wind to blow and destroy her project. Verbal expression is an acceptable method of letting others know how you are feeling.	1
3.	External perception of emotions.	He provided outer indicators such as the character was crying and that the teacher did not see the project in her hand. The point was awarded as "crying" would be a suitable manner of expressing her current emotions.	1
4.	Discrimination of emotions.	He did not recognize the contradictory behaviour of the friend in the scenario and commented that the friend "was mad" because she did not bring the project to school. This did not explain that her display of emotion was not genuine.	0
1.	Physiological reactions to feelings.	Testee 4 did not connect the way that the character was feeling to the physiological symptoms that he was experiencing. Instead he provided a reason for the character feeling worried by explaining that he "does not want his parents to fight".	0
2.	Suitable expression of emotions.	He commented that the character should verbalise his feelings. Testee 4 was not able to explain how the character should tell his friends. His answer is a suitable manner of expression even though he provided very little detail.	1
3.	Non-verbal expression of feelings.	He described outer expressions of emotion such as "you can hear and see them". He was not able to explain what he meant by hearing and seeing them. His response lacked detail and information.	0
4.	Discrimination of feelings.	He believed that the father in the scenario was now happy because he was watching a comedy show. He has not displayed an understanding between inner and outer displays of emotions.	0

TOTAL FOR SECTION ONE:

3/8

37,5%

SECTION TWO: EMOTIONAL FACILITATION OF THINKING

Question number	Criteria required	Comment on response	Point
1.	Identification of conflicting emotions.	He was able to recognize that the character would feel mad about having to practise her homework and happy because she wants to see her friend and go to the movies. These two emotions are suitable to the particular situation.	1
2.	Using emotional information to assist decision making.	He provided a solution but did not explain how the character's emotions would aid her in making a suitable decision. He said that she should cancel the movie and stay at home.	0
3.	Reacting to emotional information in decision making.	He provided feelings about how the girl felt about her decision rather than information about how the girl's feelings would aid her decision making.	0
4.	Connection between mood, behaviour & thinking.	He did not connect the character's feelings to her behaviour and thinking but rather gave external reasons that would lead to the character having a bad day at school, such as leaving books at home and not going to bed early.	0
1.	Connecting emotional memories to current judgments.	The testee was not able to connect the emotional memories of moving house to the current judgment of moving to a new country. He explained that the character would not want to leave his new house.	0
2.	Connecting mood to present judgments.	He recognized that the character would perceive the move positively when he was in a good mood and would think about the positive aspects of moving such as making new friends and learning a new language.	1
3.	Mood and perspective changes.	He did not connect the character's change in mood as influencing his perspective and relied on external people to alter mood, such as dad telling the character "some stuff" about the move.	0
4.	Connecting mood to reasoning.	He thought that the character should "take a break because he may have a headache". He has not connected the character's mood to his reasoning ability.	0

TOTAL FOR SECTION TWO:**2/8****25%**

**SECTION THREE: UNDERSTANDING AND ANALYSING EMOTIONS:
EMPLOYING EMOTIONAL KNOWLEDGE**

Question number	Criteria required	Comment on response	Point
1.	Recognising similarities between emotions.	The testee indicated that all the emotions were "bad" emotions and that they explain that they "want the character to be good and not bad". This indicated an understanding of the similarity between the words.	1
2.	Recognising the intensity of different emotions.	The testee commented that the dad in the scenario would be the angriest because he is irritated. The testee has not understood the intensity of the different emotions.	0
3.	Sequential understanding of emotions.	The testee showed a basic understanding of the sequential nature of emotions by explaining that the characters "hugged one another and they don't want to fight again and that they feel better now".	1
4.	Emotional blends : choosing suitable emotions	He did not know the meaning of the word "despair" and he told the tester that he "is not sure of that one."	0
1.	Identification of complex emotions.	He responded that the character "was happy" and that he has "some feeling on his chest," indicating that he has related anxiety to physical rather than emotional symptoms. He has not clearly identified the conflicting emotions being experienced by the character.	0
2.	Sequential understanding of emotions.	He indicated that the character now felt "mad" because his friend has left the card on the table. Although a brief explanation, he has understood that the character's emotions have changed due to the actions of his friend.	1
3.	Differentiating between similar feelings.	He explained that "proud" means "really happy, getting A's for everything". He explained that satisfied means "getting some B's when you want to get A's". This explanation has not explained that "satisfied" still indicates a level of happiness with your report.	0
4.	Emotional blends : choosing suitable emotions	He was not able to explain the meaning of the word "eager."	0

TOTAL FOR SECTION THREE:

3/8 37,5%

**SECTION FOUR: REFLECTIVE REGULATION OF EMOTIONS:
PROMOTING EMOTIONAL AND INTELLECTUAL GROWTH**

Question number	Criteria required	Comment on response	Point
1.	Detachment from negative feelings.	The testee provided a strategy which indicated dependence on someone else to deal with the problem. He suggested that the character should "ask a friend to help him with the hard question." This would not be a suitable strategy in a test situation.	0
2.	Monitoring of emotions	He did not adequately explain that the inability to detach from negative emotions will affect overall performance. He rather explained that the character would feel angry because he cannot answer the difficult question and that this will affect his mark.	0
3.	Suitable management of emotions	The testee provided no suitable strategies that would aid the character within the test situation. His responses indicated a reliance on external methods to deal with the predicament. These included cheating and asking a friend for help.	0
4.	Openness to negative feelings.	The testee did not think that he should take his negative feelings into account when learning for the next test. He believed that negative thoughts would result in the character not remembering the work he is learning.	0
1.	Openness to bad/negative feelings.	He was able to indicate that the character was feeling both angry and happy at the moment but could not explain how he should handle these emotions. "Anger" would be considered a suitable emotion whereas happy would not be suitable to the particular situation.	0
2.	Determining whether emotional response is a typical one.	He did not think that feeling nervous was acceptable but commented that "if he wants to feel nervous then he can." He provided some cognitive strategies to deal with his nervousness such as "telling himself not to worry."	1
3.	Monitoring of emotions.	He did not demonstrate an understanding of monitoring his emotions and detaching from emotions that were unhelpful. He provided a strategy of how the character could feel less nervous such as "taking a paper with him to remember the words".	0
4.	Engagement in the positive feelings that will aid goal achievement.	The testee provided a suitable cognitive strategy by indicating that the character should "forget what his friend has said and do what he wants on the stage."	1

TOTAL FOR SECTION FOUR:

2/8

25%

SCORING SHEET: TESTEE FIVE

SECTION ONE: PERCEPTION, APPRAISAL AND EXPRESSION OF EMOTION

Question number	Criteria required	Comment on response	Point
1.	Accurate identification of feelings.	Testee 5 used words such as "frustrated" and "sad" . These two words are appropriate emotional words based on the context of the story.	1
2.	Suitable expression of emotions.	Testee 5 would express emotions verbally, she would tell her friends what had happened and how she feels about it. This is an appropriate method of expressing emotions.	1
3.	External perception of emotions.	She explained that a person's facial expressions will usually tell someone how they feel. This indicates an understanding of non-verbal indicators of emotional information.	1
4.	Discrimination of emotions.	She explained that the girl would feel confused by her friend's actions and that her friend was not really sorry because she just skipped off and did not offer to help the character. She has understood the contradictory nature of this social transaction.	1
1.	Physiological reactions to feelings.	She has related the physiological signs to feelings of nervousness and anxiety to the character's parents' arguing.	1
2.	Suitable expression of emotions.	Testee 5 would tell the person who had made her angry the reason why she was angry. She explained that in this situation, "she would stick up for herself." This is an appropriate manner of expressing emotions.	1
3.	Non-verbal expression of feelings.	She indicated that a person's voice expresses anger. However, the question asked for non-verbal signs of emotions. Voice tone would be more related to verbal expressions of emotions.	0
4.	Discrimination of feelings.	Testee 5 recognised that the dad was still angry in the story but that his anger was lessening because a person cannot continue to be angry. Her understanding that he was still angry but that the anger was dissipating indicates an ability to discriminate between emotions effectively.	1

TOTAL FOR SECTION ONE:

7/8

87,5%

SECTION TWO: EMOTIONAL FACILITATION OF THINKING

Question number	Criteria required	Comment on response	Point
1.	Identification of conflicting emotions.	Testee 5 identified that the girl was frustrated about having to study for the test and sad because she wanted to spend the time with her friend. She has identified two appropriate emotions which are suitable to the context of the story.	1
2.	Using emotional information to assist decision making.	The testee indicated that she should go with her "heart and mind" and make a decision based on what she is thinking and feeling. This response indicates an understanding of decision making using emotions.	1
3.	Reacting to emotional information in decision making.	She has not clearly indicated that the character's feelings enabled her to make a decision. Testee 5 indicated that "a lot of things would have helped her to make her decision."	0
4.	Connection between mood and behaviour & thinking.	The testee connected the sadness that she feels about her friend leaving to performance by commenting, "They've gone and it disturbs you a lot."	1
1.	Connecting emotional memories to current judgments.	She has managed to connect the emotional memories that the character has about moving to a new house as leading to negative emotions regarding moving to a new country.	1
2.	Connecting mood to present judgments.	She has recognized the connection between feeling happy and experiencing positive thoughts about moving to a new country. Testee 5 indicated that the character could consider all the positive aspects of moving such as making new friends.	1
3.	Mood and perspective changes.	She has not connected the brother's change in mood in the scenario, to his change in perspective regarding the move. She has just explained how the brother could try to make himself feel happier about the move.	0
4.	Connecting mood to reasoning.	She has not connected the character's mood to his inability to complete the task. Testee 5 commented that he should "say it (poem) from the heart and let it flow and not think about it." She thinks he should continue with the task even though his mood is affecting his task completion.	0

TOTAL FOR SECTION TWO:**5/8****62,5%**

SECTION THREE: UNDERSTANDING AND ANALYSING EMOTIONS: EMPLOYING EMOTIONAL KNOWLEDGE

Question number	Criteria required	Comment on response	Point
1.	Recognising similarities between emotions.	The testee recognized that all the emotions discussed in the scenario indicate anger and frustration, and express an unhappiness with the way that the character has behaved.	1
2.	Recognising the intensity of different emotions.	The testee indicated that the mum in the scenario felt the strongest and she identified "anger" as the strongest word.	1
3.	Sequential understanding of emotions	She commented that the characters should talk to one another and tell each other how they feel, as this would make them both feel better. She has understood that their emotions have altered due to a change in circumstance.	1
4.	Emotional blends : choosing suitable emotions	She used words such as "anger" and "irritation." These two words do not accurately define the word "despair." Testee 5 has simply combined the mother and father's feelings to explain despair.	0
1.	Identification of complex emotions.	She managed to identify the conflicting emotions that the character is currently experiencing such as "nervousness" and "excitement."	1
2.	Sequential understanding of emotions.	Testee 5 recognized that, in the story, the friend's actions have altered the character's feelings towards his friend. Testee 5 explains that the character is sad because he thought that he was special to his friend. This explains the sequential nature of emotions based on a circumstance.	1
3.	Differentiating between similar feelings.	The testee correctly differentiated between these two words and explained that "proud" means "that you have done your best" whereas "satisfied" means that "you agree with what you have got but think that you could have done better."	1
4.	Emotional blends : choosing suitable emotions	She correctly explained the word "eager" as being "excitement," "confidence," "can't wait" and "impatience."	1

TOTAL FOR SECTION THREE:

7/8 87,5%

**SECTION FOUR: REFLECTIVE REGULATION OF EMOTIONS:
PROMOTING EMOTIONAL AND INTELLECTUAL GROWTH**

Question number	Criteria required	Comment on response	Point
1.	Detachment from negative feelings.	The testee provided a strategy which would encourage detachment from the negative emotions. This involves attempting the questions that he knows and at the end attempting the questions he did not know.	1
2.	Monitoring of emotions	She has not clearly explained that if the character focuses on feeling worried, he will not manage to answer the other questions correctly. She has rather provided a strategy to make him feel better in this situation.	0
3.	Suitable management of emotions	Her strategies involved detaching from negative emotions by attempting the difficult question and reassuring herself by saying, "if I get it wrong, I get it wrong." This strategy could help to make him feel better, as the character would be more able to see his problem in perspective.	1
4.	Openness to negative feelings.	She was aware of the benefit of remembering the bad experience so that the character can prevent the same mistake from happening in the next test. She commented that "it would help you understand how to deal with the situation and how to learn for the test."	1
1.	Openness to bad/negative feelings.	She explained that the character would be feeling nervous and unsure and that he should tell himself, "I'll do what I want to do." This response indicates a willingness to remain open to difficult feelings and an ability to handle these negative feelings.	1
2.	Determining whether emotional response is a typical one.	She recognized that it is a typical response to auditioning for a play.	1
3.	Monitoring of emotions.	She recognized that the negative emotions experienced by the character due to his friend's comments could result in him not performing well in the audition eg. by stuttering and/or forgetting his words.	1
4.	Engagement in the positive feelings that will aid goal achievement.	She suggested suitable cognitive strategies to reduce his anxiety. She explained that he should tell himself to follow his goal and not give up in spite of his friends. This positive self-talk would boost his confidence.	1

TOTAL FOR SECTION FOUR:

7/8

87,5%

SCORING SHEET: TESTEE SIX

SECTION ONE: PERCEPTION, APPRAISAL AND EXPRESSION OF EMOTION

Question number	Criteria required	Comment on response	Point
1.	Accurate identification of feelings.	Testee 6 recognised that the character felt "disappointed" and he provided a valid reason regarding her disappointment. This word is appropriate to the situation.	1
2.	Suitable expression of emotions.	The testee suggested that the character should express emotions verbally. The character's facial expressions and her reactions towards the other children would also demonstrate her current emotional state. These are all accurate expressions of emotion.	1
3.	External perception of emotion	Testee 6 recognised that the character's facial expressions would let the teacher know that there was something wrong. This response indicates awareness of non-verbal cues such as facial expressions.	1
4.	Discrimination of emotions.	He recognised that the friend in the scenario did not really care because "she skipped off and left the character alone". Testee 6 recognized the false display of emotions in this social interaction.	1
1.	Physiological reactions to feelings.	He had to be prompted to connect the physiological signs to emotional responses but when prompted he did link the character's worry to the physiological signs.	1
2.	Suitable expression of emotions.	Testee 6 would verbalise how he was feeling and what he would like to happen. He also described body language to explain emotion such as "turning away to show you are angry." He expressed the use of both verbal and non-verbal cues.	1
3.	Non-verbal expression of feelings.	He described body language rather than facial expression such as "turning away to show that you are upset." He is aware of non-verbal expressions of emotions.	1
4.	Discrimination of feelings.	He recognized that in the scenario, the father in the scenario, is still angry even though he is laughing at something on TV. Testee 6 recognized that the father's outer display of emotion is incongruous with the way he felt inwardly.	1

TOTAL FOR SECTION ONE:**8/8****100%**

SECTION TWO: EMOTIONAL FACILITATION OF THINKING

Question number	Criteria required	Comment on response	Point
1.	Identification of conflicting emotions.	Testee 6 recognised a variety of emotions experienced by the character such as feeling “panicked” about her test and “worried” because she wants to go to the movies. He identified accurate feelings towards the situation and provided valid reasons for her experiencing these emotions.	1
2.	Using emotional information to assist decision making.	Initially Testee 6 provided a solution to the problem such as “sharing time between the two activities”. When prompted, he connected the character’s feelings to the decisions made by saying, “she is trying to use her feelings to decide how to use her time.” He therefore recognized the connection between feelings and decisions.	1
3.	Reacting to emotional information in decision making	He recognised that the character’s mother could help her make a suitable decision. He has not however linked the use of emotional information to the decision that was made.	0
4.	Connecting mood, thinking & reasoning	The testee did not connect the character’s behaviour to her emotions regarding her friend leaving. Instead he re-explained what had happened during the day and commented that she was “not happy because her plan had not worked out.”	0
1.	Connecting emotional memories to current judgments.	The testee was able to connect the emotional memories that the character had about moving house, to the current judgment of moving to a new country. He commented that it would be even more difficult moving to a new country.	1
2.	Connecting mood to present judgments.	He did not clearly indicate that the character’s change in mood would result in a change in judgment but spoke about his liking the new house and that this would change his judgment.	0
3.	Mood and perspective changes.	Testee 6 commented that “John made him feel different, more happy” indicating an understanding between emotions and perceptions.	1
4.	Connecting mood to reasoning.	The testee did not connect the character’s mood to his reasoning ability, nor did he suggest methods that would improve his mood. He provided a dependent strategy which was to “get help from his mother.”	0

TOTAL FOR SECTION TWO:**4/8****50%**

SECTION THREE: UNDERSTANDING AND ANALYSING EMOTIONS: EMPLOYING EMOTIONAL KNOWLEDGE

Question number	Criteria required	Comment on response	Point
1.	Recognising similarities between emotions.	The testee recognized that all the emotions included in the scenario expressed anger towards the girl. This indicates an understanding of the similarity between these three words.	1
2.	Recognising the intensity of different emotions.	The testee did not understand the word "despair" and commented that this was the strongest emotion. He explained, "the granny would feel the most angry because she despairs".	0
3.	Sequential understanding of emotions.	He did not explain the sequential nature of emotions explicitly but rather gave reasons why the mother in the scenario was less angry.	0
4.	Emotional blends : choosing suitable emotions	He provided a variety of words for despair but the words did not explain the meaning precisely. The words he used were, "very angry," "rude," "irritated" and "terrible."	0
1.	Identification of complex emotions.	The testee indicated that the character was feeling both happy and irritated because his stomach was not feeling good. He connected the "butterflies in his stomach" to a physical rather than an emotional response. He has not shown a clear understanding of complex emotions.	0
2.	Sequential understanding of emotions.	He recognized that the character felt both angry and sad because of his friend's reaction. This indicates that he has recognized the sequential nature of the character's emotions based on the current event.	1
3.	Differentiating between similar feelings.	He has not clearly differentiated between the two words. He explained that 'proud' means "happy for what you have done" and that satisfied is happy with his report.	0
4.	Emotional blends : choosing suitable emotions	The testee described "eager" as being "excited," "happy," "ready." These words are appropriate words to describe "eager."	1

TOTAL FOR SECTION THREE:

3/8 37,5%

**SECTION FOUR: REFLECTIVE REGULATION OF EMOTIONS:
PROMOTING EMOTIONAL AND INTELLECTUAL GROWTH**

Question number	Criteria required	Comment on response	Point
1.	Detachment from negative feelings.	Testee 6 provided a strategy which would encourage detachment from the negative emotions. This involved attempting the difficult question and trying to get the answer correct.	1
2.	Monitoring of emotions	The testee did not explain that if the character focused on the negative emotions, this would decrease his performance in the test. He rather described how to answer the test paper.	0
3.	Suitable management of emotions	The testee provided suitable methods of how to handling the test paper but did not adequately explain how he could make himself feel better in the test situation. He explained that he should do all the other questions as best as he can.	0
4.	Openness to negative feelings.	The testee did not think that the character should take his negative feelings into account when learning for the next test. Consideration of these negative feelings is important and would help to guide his current learning task. He said that thinking about past events would affect his memory for the current test.	0
1.	Openness to bad/negative feelings.	The testee correctly identified the character's feelings of worry about the audition and the jealousy experienced by the friends. Testee 6 indicated that the character should be prepared to experience these negative emotions in order to reach his goal. He stated that the character should "do what he thinks and not worry about his friend".	1
2.	Determining whether emotional response is a typical one.	His response indicated that he was aware that the character's response was a typical one and he also provided a cognitive strategy, telling himself that he will try and if he doesn't get in, he will try again next time.	1
3.	Monitoring of emotions.	He recognized that these negative feelings could result in the character not performing well in the audition because he is distracted by what his friend's have said and that these emotions would not be useful to successful task completion.	1
4.	Engagement in the positive feelings that will aid goal achievement.	The testee provided suitable cognitive strategies which involved making himself feel better such as saying, "I don't care, I'll try my best," "I will make new friends". These strategies indicated that he is able to detach from negative emotions and engage in emotions that will aid successful task completion.	1

TOTAL FOR SECTION FOUR:

5/8

62,5%

APPENDIX H

SUMMARY OF PARENT INTERVIEW

SUMMARY OF PARENT INTERVIEW: TESTEE ONE

PERCEPTION, APPRAISAL & EXPRESSION OF EMOTIONS

Emotional Intelligence skill	Comment from parent	Correlation with EIAT
1. Perception of emotions	His mother commented that he is very aware of emotional information and will easily recognise the emotions experienced by others. He is aware of facial expressions and body language and will, through facial expressions, let others know how he is feeling. Based on non-verbal cues he will then make deductions about how others are feeling.	The EIAT and parent interview identified Testee 1 as displaying a good ability to perceive both verbal and non-verbal emotional information.
2. Expressing emotional information	His mother indicated that he did indeed demonstrate an age-appropriate vocabulary and was able to use a range of emotion words. She maintained that she encouraged her children to talk about the way they felt, and that she herself shared her emotional states with her children, when appropriate. She indicated that her son did not open up and express his feelings easily, and tended to express his feelings non-verbally rather than verbally.	In the assessment, he demonstrated an adequate 'feeling' vocabulary. He indicated the importance of expressing emotions verbally, which is possibly because his mother encourages it at home, even though he does not spontaneously express his own emotions.
3. Appraisal of emotional information	His mother indicated that he is sensitive to the emotions of others and is usually able to accurately interpret emotional cues from body language and facial expressions.	The assessment indicated that he is able accurately interpret emotional information.

EMOTIONAL FACILITATION OF THINKING

Emotional Intelligence skill	Comment from parent	Correlation with EIAT
1. Using emotions to facilitate decisions and judgments	His mother indicates that he will usually respond to events on a cognitive rather than an emotional level. She did not connect emotional information to decision making strategies.	He did not spontaneously connect emotional information to decision making or judgements about situations.
2. Anticipating situations using emotional information	His mother generally provides cognitive information regarding an upcoming event such as the procedure and what will happen. She did not indicate that she would discuss emotional information to prepare him for an upcoming situation.	In the assessment, Testee 1 did not connect emotional information with his judgements about an ensuing situation.

UNDERSTANDING & ANALYSING EMOTIONS

Emotional Intelligence skill	Comment from parent	Correlation with EIAT
1. Differentiation between similar	His mother believes that he is able to differentiate between emotional labels and will get frustrated with himself when	He demonstrated an ability to differentiate

emotional labels.	he cannot do something on the computer and recognises that he gets irritated with his sister. This indicates an understanding between frustration which is more an inner response and irritation which is a response to an outward stimulus.	between emotional information and recognised the similarities between words such as "irritated," "angry" and "despair" and recognised the difference between words such as "satisfied" and "proud."
2. Understanding of complex emotional responses.	His mother responded that he often experiences conflicting feelings about activities and will express both positive feelings and negative feelings towards the event.	In the assessment, he did not clearly indicate positive and negative emotions and tended to focus on either positive or negative feelings.
3. Understanding of the transitional nature of emotional information.	His mother comments that he is able to adjust his emotional states based on the current situation and is sensitive to a change in emotional information. He may not change his emotional response immediately.	He seemed aware that emotional responses do not remain constant and, through an interaction, can change.

REGULATION OF EMOTIONS

Emotional Intelligence skill	Comment from parent	Correlation with EIAT
1. Openness to negative emotions.	His mother comments that he is not open to negative emotions and will try to suppress them. She believes that he sees these emotions as wrong and that if he expresses them, he will 'be in trouble'.	In the assessment it was evident that he preferred to ignore negative emotions. He did not see the value of these emotions.
2. Detachment of negative emotions to aid task completion.	His mother believes that he is able to detach from negative emotions. He likes to be left alone initially and then she will go and speak to him later. He usually does not prolong a bad mood.	His management strategies did seem to indicated that he prefers detaching from negative emotions as he does not find them useful when completing tasks.
3. Emotional management skills.	He will sometimes go to his mother for emotional guidance. At times, he will tell a person that he is upset but he usually prefers to be left alone to deal with his negative feelings privately.	His responses in the assessment indicated that he makes use of cognitive strategies to deal with negative emotions. These strategies indicate that he would prefer to work through his emotions privately and independently.

SUMMARY OF PARENT INTERVIEW: TESTEE TWO

PERCEPTION, APPRAISAL & EXPRESSION OF EMOTIONS

Emotional Intelligence skill	Comment from parent	Correlation with EIAT
1. Perception of emotions	Her mother indicates that she picks up emotional information very quickly and easily. She is able to recognise non-verbal signs of behaviour in others and will then ask, "why are you looking at me like that?" Her mom feels that her ability to recognise non-verbal cues is still developing.	In the EIAT Testee 2 displayed an advanced ability to perceive emotional information both intrinsically and extrinsically. Her ability to recognise non-verbal cues seemed well developed and she suggested a range of cues such as tone of voice, facial expressions and body language.
2. Expressing emotional information	Her mother commented that Testee 2 expresses herself very well and that she is able to provide abstract phrases to describe the intensity of her emotional states such as "I feel on top of the world" or "I am so excited, I could just burst." She does need to be prompted to express negative emotions but she certainly has the vocabulary to explain her feelings adequately. The mother encourages her children to express their emotions.	Her strong verbal ability was evident in the EIAT and she displayed appropriate methods of expressing her emotions, such as talking to the person and telling them why she feels angry. She would also make use of non-verbal cues to communicate her feelings.
3. Appraisal of emotional information	She is able to interpret emotional information and accurately responds to situations. She knows that there is a difference between a person's inner and outer emotions.	She scored inconsistently in her ability to recognise the genuineness of the character's emotions and tended to respond to the character's outer display of emotions.

EMOTIONAL FACILITATION OF THINKING

Emotional Intelligence skill	Comment from parent	Correlation with EIAT
1. Using emotions to facilitate decisions and judgments	Her mother indicates that she tends to be quite selfish when making decisions and will consider her own needs when making decisions. Her mother acknowledges the need to	She did recognise that her feelings could help her to

	consider her own personal needs first but also to consider the feelings of others. Her mother encourages this but she still tends to make judgments and decisions on a rational level and will consider her feelings last.	make a decision and connected the character's feelings to the way he/she viewed a situation. It seems that she would indeed consider her feelings when making a decision.
2. Anticipating situations using emotional information	Her mother would tell her what she can expect from a situation and how to deal with it. Her mother commented that she would provide her daughter with knowledge as "knowledge is power." This indicates that the facts would be presented but she did not mention discussing the emotions which would accompany the situation.	Testee 2 seemed aware of emotions in understanding situations and was able to connect the way the characters felt about the situation to their judgements and decisions on the situation.

UNDERSTANDING & ANALYSING EMOTIONS

Emotional Intelligence skill	Comment from parent	Correlation with EIAT
1. Differentiation between similar emotional labels.	Testee 2's mother indicated that she would not be able to distinguish between similar emotions such as "irritation" and "frustration."	Testee 2 seemed competent in distinguishing between different emotional labels. She did not correctly explain the emotional blend "despair", but could distinguish between "proud" and "satisfied" and explain the similarities and differences between words like "angry," "despair" and "irritation."
2. Understanding of complex emotional responses.	She is aware that she can be both happy and sad about a situation and does experience conflicting emotions about a range of things. She is also able to express these conflicting emotions.	In the assessment, she did provide examples of conflicting emotions that the characters may be experiencing.
3. Understanding of the transitional nature of emotional information.	Her mother commented that she is aware of the transitional effects of emotions and that she is able to adjust her mood to suit a situation. It may take a while for her to adjust her emotions, especially if these are very strong emotions.	She seemed aware that emotional responses do not remain constant and can change through an interaction. Her responses for this skill were a little inconsistent: she did

		not explain her responses clearly.
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REGULATION OF EMOTIONS

Emotional Intelligence skill	Comment from parent	Correlation with EIAT
1. Openness to negative emotions.	Her mother felt that she was open to negative emotions and would verbalise such emotions. She tends to experience emotions very intensely and her expression of positive or negative emotions can be inappropriate and overbearing at times.	In the assessment, Testee 2 seemed aware of the importance of negative emotions in guiding our actions and thoughts.
2. Detachment from negative emotions to aid task completion.	She is able to detach from negative emotions. For instance in a test she is able to perform well, even when she is feeling very nervous.	She indicated the need to detach from negative emotions in order to successfully complete a task.
3. Emotional management skills.	She often prefers to have some time on her own to handle her emotions and then she just tends to carry on with things. Her emotions will build up and then she will need to talk to her mother although often the build-up results in her emotions being expressed very strongly. She will accept guidance for her emotions and use this guidance to move forward.	She tends to use independent skills such as self-soothing and anxiety reducing techniques.

SUMMARY OF PARENT INTERVIEW: TESTEE THREE

PERCEPTION, APPRAISAL & EXPRESSION OF EMOTIONS

Emotional Intelligence skill	Comment from parent	Correlation with EIAT
1. Perception of emotions	She is sensitive towards emotional information and will notice when someone is unhappy. She is more able to pick up on non-verbal information rather than verbal information.	The EIAT and parent interview identified Testee 3 as displaying a good ability to perceive both verbal and non-verbal emotional information. In the EIAT she seemed to demonstrate a better recognition of verbal information. However, she was aware of non-verbal signs, such as behaviour and facial expressions.
2. Expressing emotional information	Her mother indicated that she finds it difficult to express emotions and when someone is impatient and wants her to express her emotions immediately, she tends to clam up and battles to respond. The family are sensitive towards	Testee 3 did not indicate that she would naturally express emotions

	emotions: however, the mother is more likely to express emotions to the children whereas the father would rather hide his emotions.	although she would provide non-verbal signs to express her emotions such as showing a "cross face." This confirmed the mother's response.
3. Appraisal of emotional information	She tends to accept feelings at face value and battles to interpret the emotional information. If a person is sarcastic, she will not recognise that this is not a genuine display of emotion. This makes her wary of new situations.	The assessment indicated that she is still developing the ability to appraise genuine and false displays of emotions.

EMOTIONAL FACILITATION OF THINKING

Emotional Intelligence skill	Comment from parent	Correlation with EIAT
1. Using emotions to facilitate decisions and judgments	Her mother indicates that she will usually respond to events on a cognitive level rather than an emotional level. Her mother would discuss the emotional aspects of making a decision such as considering what will make her happy. She relies on her mother to aid her in her decision making.	Her mother's inclusion of emotional information in making decisions and judgments is evident in her ability to consider emotional information when making judgments. However, she does not seem fully aware that emotional information can assist her in decision making.
2. Anticipating situations using emotional information	Her mother spends time reassuring her about the situation on an emotional level rather than providing her with facts and details which would assist her in considering the emotional information related to a new situation.	In the assessment, Testee 3 displayed the ability to connect emotional information to the way she viewed a situation.

UNDERSTANDING & ANALYSING EMOTIONS

Emotional Intelligence skill	Comment from parent	Correlation with EIAT
1. Differentiation between similar emotional labels.	Her mother said that she may have a problem distinguishing between similar emotions as she may not have an in-depth understanding of the words. She would probably understand the gist of the situation even if she cannot accurately explain it.	Her scores were inconsistent in this section. She managed to correctly identify the similarities between certain 'feeling' words and not others. It seemed that she understood the words but battled to explain the words clearly, such as explaining

		that "satisfied" meant "not so proud of it."
2. Understanding of complex emotional responses.	She does express conflicting emotions, especially related to her friendships. She will like her friend but will feel sad about how nasty her friend can be towards her.	In the assessment, she did indeed note conflicting emotions that the characters may be experiencing.
3. Understanding of the transitional nature of emotional information.	Her mother commented that she was aware of the transitional effects of emotions and that she was able to adjust her mood to suit a situation. She is quite flexible.	She seemed aware that emotional responses do not remain constant and through an interaction, emotional responses can change.

REGULATION OF EMOTIONS

Emotional Intelligence skill	Comment from parent	Correlation with EIAT
1. Openness to negative emotions.	Her mother felt that she was not open to negative emotions and would rather try to suppress these emotions. She struggles to express her feelings verbally which could account for her avoidance of divulging negative emotions.	In the assessment, testee 3 seemed aware of negative emotions and that they sometimes accompany difficult tasks. This awareness indicates an internal openness towards negative emotions even if she does not divulge this emotional information.
2. Detachment from negative emotions to aid task completion.	Her mother feels that she is able to detach from negative emotions and take things in her stride. She does not prolong a negative mood but accepts the situation for what it is.	She indicated the need to detach from negative emotions in order to successfully complete a task.
3. Emotional management skills.	She tends to handle her emotions independently and will not spontaneously ask for guidance from her parents. Her mother usually needs to ascertain what is wrong and will then provide her with guidance.	Her emotional management strategies did indicate that she uses independent, cognitive strategies to manage her emotions.

SUMMARY OF PARENT INTERVIEW: TESTEE FOUR

PERCEPTION, APPRAISAL & EXPRESSION OF EMOTIONS

Emotional Intelligence skill	Comment from parent	Correlation with EIAT
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1. Perception of emotions	His mother indicated that he is aware of emotions and that he recognises when a family member's mood has changed, and he will show an interest in how one feels. He is aware that facial expressions convey emotional information.	In the EIAT, Testee 4 was able to recognise outer displays of emotion such as crying, or when a person expresses emotions. He was not aware of physiological signs which signal emotion, and did not indicate a clear understanding of non-verbal cues.
2. Expressing emotional information	His mother felt that he expresses his emotions "loudly." He is very vocal in expressing how he feels and this is not always constructive. His mother did not think that he displays an age-appropriate vocabulary but uses unsophisticated emotional words. The family's expression of emotions can also be quite volatile and vocal.	In the EIAT, his 'feeling' vocabulary was not always appropriate to the situation. He did explain that he would tell others about the way he was feeling, indicating that he was willing to express his emotions verbally.
3. Appraisal of emotional information	His mother indicated that he is sensitive to the emotions of others, especially her emotions. He is usually able to correctly identify his mother's emotions. He tends to take emotions at face value and cannot differentiate between inner and outer displays of emotions.	The assessment indicated that he is still developing the ability to discriminate accurately between feelings, and that he only considers a person's outer display of emotions.

EMOTIONAL FACILITATION OF THINKING

Emotional Intelligence skill	Comment from parent	Correlation with EIAT
1. Using emotions to facilitate decisions and judgments	His mother indicates that he tends to make decisions without considering the pros and cons of his decision. He will make a decision impulsively and think about it afterwards. His mother encourages him to think about his decision beforehand. The mother viewed feelings as "getting in the way" when making decisions.	He was not aware of the connection between the character's emotions and the decisions and judgments that the character made.
2. Anticipating situations using emotional information	His mother would present him with the possible alternatives so that he is prepared for the event. She did not mention including feelings in preparing him for the event.	In the assessment, Testee 4 found it difficult to connect emotional information to his judgements about an ensuing situation.

UNDERSTANDING & ANALYSING EMOTIONS

Emotional Intelligence skill	Comment from parent	Correlation with EIAT
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1. Differentiation between similar emotional labels.	His mother did not think that he would be able to accurately differentiate between similar emotional words, as his language skills were still developing.	He did not display a clear understanding of emotional labels and battled to provide suitable emotional words to explain blends.
2. Understanding of complex emotional responses.	His mother thought that he was unaware of conflicting emotions as he did not express conflicting emotions but focused on either positive or negative emotions.	In the assessment, he did not demonstrate an understanding of conflicting emotions.
3. Understanding of the transitional nature of emotional information.	His mother commented that he would not independently adjust his emotional states based on the current situation. He will usually need to be made aware of the change in emotional information and then he will adjust his current emotional mood.	He displayed an understanding of the sequential nature of emotions. He understood that a change in circumstance can alter the character's emotions.

REGULATION OF EMOTIONS

Emotional Intelligence skill	Comment from parent	Correlation with EIAT
1. Openness to negative emotions.	His mother comments that he was very open to negative emotions and will express these emotions freely. As he tends to be very vocal, he will not suppress how he is feeling.	In the EIAT, his ability to remain open to negative emotions was inconsistent. He did seem willing to follow his goals, even though he would experience negative emotions.
2. Detachment from negative emotions to aid task completion.	His mother indicates that he tends to respond before thinking and may not consider the need to detach from negative emotions. She thinks that he is capable of detaching from negative emotions if he is made aware that this would be appropriate.	He tended to seek outside help to solve the problem and did not demonstrate the ability to monitor his emotions independently or to detach from inappropriate emotions.
3. Emotional management skills.	He is responsive to advice given to him, but it will often take him a while to ask for assistance. He responds to situations in a volatile manner such as bursting into tears or "exploding" and then he will calm down as his strong emotions dissipate.	He did not display an organised set of management skills but seemed to be starting to manage his own emotions cognitively through self-talk and self-soothing strategies.

SUMMARY OF PARENT INTERVIEW: TESTEE FIVE

PERCEPTION, APPRAISAL & EXPRESSION OF EMOTIONS

Emotional Intelligence skill	Comment from parent	Correlation with EIAT
1. Perception of emotions	Her mother indicates that she is a very caring, loving person who displays empathy towards others and is very aware of a change in emotions. She is able to pick up non-verbal cues with her parents but her mother is not sure if she is able to pick up these cues with others.	In the EIAT Testee 5 was aware of emotional information and recognised both verbal and non-verbal displays of emotion. She was aware of facial expressions, tone of voice, physiological signs indicating a variety of ways of perceiving emotional information.
2. Expressing emotional information	Her mother commented that, as a family, they do discuss emotions and communicate how they are feeling. As Melissa speaks both English and Afrikaans, her vocabulary may not be as sophisticated and she tends to use short, simple words to describe her emotions. She tends to keep her emotions to herself but her mother encourages her to discuss and talk about her feelings.	She demonstrated a vast and accurate 'feeling' vocabulary. She regarded verbal expression as an important method of letting others know how one is feeling.
3. Appraisal of emotional information	She is aware of emotional information and shows empathy towards others. Her mother does not think she is advanced enough to recognise a difference between a person's inner and outer expressions of emotions.	She managed to discriminate correctly between genuine and false displays of emotions and could differentiate between inner and outer displays of emotions.

EMOTIONAL FACILITATION OF THINKING

Emotional Intelligence skill	Comment from parent	Correlation with EIAT
1. Using emotions to facilitate decisions and judgments	Her mother believes that she would consider how her decision would affect herself and other people. Her mother encourages her to take into account her family and herself when making a decision.	Her responses were a little inconsistent as she did not always connect emotions to the decision making process. She is aware of using emotions and commented that "you should go with your heart and mind", indicating that she does take feelings into consideration.
2. Anticipating situations using	Her mother would discuss issues openly with her daughter and explain in a manner that Testee 5 would understand.	Testee 5 seemed aware of emotions in

emotional information	She does not cover up her feelings about a situation and will give reasons for how she is feeling.	her understanding of situations and was able to connect the way the characters felt about the situation, to their judgements and decisions.
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UNDERSTANDING & ANALYSING EMOTIONS

Emotional Intelligence skill	Comment from parent	Correlation with EIAT
1. Differentiation between similar emotional labels.	Her mother indicated that Testee 5 would not be able to distinguish between similar emotions such as "irritation" and "frustration."	Testee 5 seemed competent in distinguishing between different emotional labels. She was not sure of the emotional blend "despair", but managed to think of suitable feeling words to describe "eager."
2. Understanding of complex emotional responses.	Her mother indicates that she is aware that you can feel both happiness and sadness at the same time. She often experiences conflicting feelings.	In the assessment, she did describe conflicting emotions that the characters may be experiencing.
3. Understanding of the transitional nature of emotional information.	Her mother noted that she is still developing the ability to adjust her mood based on the context of the situation. She is not able to adjust her mood immediately.	She seemed aware that emotional responses do not remain constant, and that through an interaction, emotional responses can change.

REGULATION OF EMOTIONS

Emotional Intelligence skill	Comment from parent	Correlation with EIAT
1. Openness to negative emotions.	Her mother feels that she tends to suppress her emotions to avoid burdening her parents with the way she is feeling. Her emotions will often come out through her play where she probably expresses herself more freely.	In the assessment, she seemed willing to remain open to negative emotions and recognised that these emotions are often necessary in order to reach a goal.
2. Detachment from negative emotions to aid task completion.	When she is very determined, she will detach from negative emotions in order to reach her goal but with other tasks she may find it difficult to detach from her feelings.	She indicated the need to detach from negative emotions in order to successfully complete a task.

3. Emotional management skills.	Her mother feels that she keeps her feelings to herself as she does not want to bother others with the way she is feeling. Her emotions will sometimes be expressed through play. Her mother encourages her to discuss the way she is feeling.	She tends to use independent skills such as self-soothing and anxiety reducing techniques. Her positive self-talk was evident in many of her responses indicating an ability to deal with her emotions inwardly.
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SUMMARY OF PARENT INTERVIEW: TESTEE SIX

PERCEPTION, APPRAISAL & EXPRESSION OF EMOTIONS

Emotional Intelligence skill	Comment from parent	Correlation with EIAT
1. Perception of emotions	His mother commented that he is very perceptive towards emotional information and he will immediately recognise when there is a change in emotional information. He is able to make use of body language and facial expressions to express his own emotions.	The EIAT and parent interview identified Testee 6 as displaying a good ability to perceive both verbal and non-verbal emotional information and a sensitivity towards emotional information.
2. Expressing emotional information	His mother indicated that he did demonstrate an age-appropriate vocabulary and was able to use a range of emotion words. She indicated that he is willing to share his emotions with family members and will easily express negative emotions. She explained that as parents, they encourage their children to talk openly and to not 'bottle things up'. He will often cry when needing to express difficult emotions.	In the EIAT, he demonstrated an adequate feeling vocabulary and included a range of emotional expressions such as verbalising, facial expressions and body language.
3. Appraisal of emotional information	His mother indicated that he is sensitive to the emotions of others and is usually able to accurately interpret emotional cues from body language and facial expressions. He shows an awareness of the difference between a person's inner and outer expression of emotions.	The assessment indicated that he is able to accurately interpret emotional information and recognise when emotions were genuine and when they were not.

EMOTIONAL FACILITATION OF THINKING

Emotional Intelligence skill	Comment from parent	Correlation with EIAT
1. Using emotions to facilitate decisions and judgments	His mother indicates that he plans things methodically. Before making a decision, he will look at pros and cons first. When giving advice, his mother would link decisions to emotions, eg "make a decision that makes you happy." His	His ability to connect emotional information to decisions and judgments was a little

	mother reckons that he is more likely to consider emotional before cognitive information.	inconsistent and he did not spontaneously explain the importance of the emotional information.
2. Anticipating situations using emotional information	His mother would talk him through what to expect but she would also provide information to help him to feel comfortable in the situation such as telling him, "do your best and it will be okay."	In the assessment, Testee 6 showed an understanding of connecting emotional information to his judgements about an ensuing situation.

UNDERSTANDING & ANALYSING EMOTIONS

Emotional Intelligence skill	Comment from parent	Correlation with EIAT
1. Differentiation between similar emotional labels.	His mother said that he is beginning to accurately differentiate between emotional labels and to use the words at appropriate times.	His ability to accurately explain and differentiate between words was inconsistent. At times he seemed to understand the words but did not provide precise detail to accurately explain the words.
2. Understanding of complex emotional responses.	Testee 6 does experience conflicting emotions especially towards his baby sister. He will feel irritated by what she is doing but will express his love towards her at the same time.	In the assessment, he did not demonstrate an understanding of conflicting emotions.
3. Understanding of the transitional nature of emotional information.	His mother comments that he is able to adjust his emotional states based on the current situation and is sensitive to a change in emotional information.	His ability to explain that emotions do not remain constant throughout an interaction was inconsistent.

REGULATION OF EMOTIONS

Emotional Intelligence skill	Comment from parent	Correlation with EIAT
1. Openness to negative emotions.	His mother maintains that he is very open to negative emotions and will express these emotions freely, especially to family members.	In the assessment, he usually displayed a willingness to remain open to and to experience negative emotions especially in reaching a goal.
2. Detachment from negative emotions to aid task completion.	His mother believes that he is able to detach from negative emotions. He will usually want to talk about it and then will want some love and attention and then he will forget about it. His mom commented that he is able to handle	His management strategies did seem to indicate that he is able to detach from

	disappointments and will accept them when things go wrong.	negative emotions to complete a task.
3. Emotional management skills.	He appreciates guidance and will talk and share his emotions. He does not bottle up his emotions and his strategy is usually to share his emotions as this makes him feel better.	His responses in the assessment indicated that he makes use of cognitive strategies and self-soothing strategies to deal with negative emotions. His responses indicated that he deals with his emotions independently.

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