School of Humanities
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Evaluation of EQ4KIDZ, An Emotional Intelligence Program For Primary School Children in Western Australia

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Declaration

This thesis contains no material which has been for any other award or any other degree or diploma in any university.

To the best of my knowledge and belief, this thesis contains no material previously published by any other person except   where due acknowledgement has been made.

Signature:………………………………………

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Date:....................……………………….

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Abstract

Historically, schools have deemed cognitive skills more important than social and emotional skills for academic success. However, present research suggests that emotional intelligence (EI) may be more important than intelligence quotient (IQ) for success in both schools and the workplaces because of the social nature of emotional intelligence. The originators of the theory of emotional intelligence assert that emotional intelligence can be developed and can play a major role in fulfilling successful social interactions. The concept that IQ may not be as important for success in life as EI (known also as EQ) has resulted in the emergence of many emotional intelligence training programs in both the workforce and for school aged children. EI theorists contend emotional awareness lessons can assist children to understand their own emotions and emotions in others to achieve positive outcomes.

The main objective of this research was to ascertain whether emotional intelligence can be developed in primary school age children and whether it does enable them to achieve academic outcomes more successfully than they were demonstrating prior to the implementation of the program. The study was conducted using a small group of primary school children who attended an established emotional development program known as EQ4KIDZ.

The results of this research strongly supported the literature in that the EQ4KIDZ program was an emotional intelligence developer, with all participants rating EQ4KIDZ as highly effective for teaching emotional intelligence skills. Both parents and teachers reported noticeable changes after the children had completed EQ4KIDZ. The program taught the skills that made the learner confident, motivated, aware of expected behaviours, able to manage personal impulses, able to seek help when appropriate, wait a turn, be aware and effectively interact with others. The program also had positive effects on most of the children's behaviours- emotionally, socially, academically and promoting positive relationships within their respective schools, homes and the broader community.

Although teachers, parents and students in this research recommended EQ4KIDZ to be incorporated into a school curriculum and with the data results indicating EQ4KIDZ could be very successfully implemented into a school curriculum, there would need to be a firm commitment by educational leaders as well as financial support by the Department of Education of Western Australia for ongoing student success. The outcomes from this study then have broad implications for effective educational practices.

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Chapter 1

<u>Introduction</u>

1.0 <u>Introduction</u>

Current research suggests that emotional intelligence (EI) may be more important than intelligence quotient (IQ) for success both in the workplace and in schools namely because of the social nature of emotional intelligence. While schools still seem to regard cognitive skills more important than emotional/social skills, there is an abundance of research evidence that supports the view that emotional and academic learning are intricately meshed. The purpose of this study is to ascertain whether emotional intelligence can be effectively and appropriately developed in primary school aged children and if it does in fact enable students to achieve academic outcomes more successfully than prior to undertaking this developmental program.

This research was conducted using a small group of children who attended an established program EQ4KIDZ (Carlton, 2007) which was advertised as a program that would enable children to develop emotional intelligence. The research results demonstrate the benefits of development of emotional intelligence in children as learners and can thus be recommended to the education system for introducing such a program as an "inclusion" to the curriculum with benefits to the whole school community.

2.1 <u>Background</u>

The premise that emotional intelligence can play a major role in building successful academic outcomes for students has alerted educators to the critical value of holistic education that involves the stimulation and training of both a child's cognitive and affective development (Stern, 2001). However, historically schools generally concentrate all efforts on cognitive skill development (reading, writing and mathematics) and in Australia the introduction of National Testing in Literacy and Numeracy (NAPLAN) has put even more pressure on teachers to ensure their students achieve high academic results. However the most significant factors leading to school disaffection, failure and rate of student dropout can be accredited to social-emotional development (Elias & Arnold, 2006). According to the proposers of the theory of emotional intelligence (Mayer & Salovey, 1997) emotional intelligence is "...the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth"(p.3). The authors contended that emotional intelligence can be developed and that it can play a major role in fulfilling successful social interactions. Emotional awareness lessons can assist children to

understand their own emotions and emotions of others to achieve positive outcomes. Goleman (1998) and Chermiss (1998) also believed that effective training programs can assist emotional development and target areas for specific emotional intelligence development. The areas they suggest for targetting development are in self-awareness, managing emotions, empathy, communicating, co-operation and resolving conflicts. New research continually encounters significant problems associated with measuring the construct of emotional intelligence (Tucker, Barane, McCarthy & Sojka, 2000) and leaders in educational settings historically demand a measurement model that stands up to scrutiny for evaluating student achievement. However, several measuring models of emotional intelligence have been proposed in recent years with three evidence-based approaches to the development of the models of emotional intelligence emerging. These are the Mental Ability Model (Mayer, Salovey, & Caruso, 1997) which focuses on the interplay of emotion and intelligence, the Mixed Model (Bar-On, 2006; Goleman, 2001) comprising mental abilities, dispositions and traits that describe a compound emotional intelligence that consists of personal and social competencies such as self- control and self-motivation, empathy and social skills. The third model is the Trait EI Model (Petrides & Furnham, 2000a) which is based on individual's self perceptions of his/her emotional abilities.

This study essentially is an evaluation of EQ4KIDZ (Carlton, 2007) to establish whether it is an effective tool for developing emotional intelligence in primary school aged children and subsequently if it does enable them to achieve academic outcomes more successfully than prior to the development of emotional intelligence. The research approach was qualitative based on an interpretivist theoretical perspective.   Ethnography is the methodology that was used to inform the research on the EQ4KIDZ program. Typical of all ethnographies is that the researcher collects information about the human phenomena and then weaves observations and the participants' words so that the reader can make judgements about the situation described (Fraenkel & Wallen, 2003). The emphasis in ethnographic research is on documenting the everyday experiences of individuals by observing and interviewing them and relevant others (Fraenkel & Wallen 2003). Wolcott (1973) stated that ethnographic procedures required a detailed description of the culture-sharing group being studied, an analysis of this group in terms of perceived themes or perspectives, and interpretation of the group by the researcher as to meanings and generalizations about the social life of the people in general. The final product is a holistic cultural portrait of the group (Fraenkel & Wallen, 2003).

In accordance with University Policy guidelines all data collected will be stored in a secure place, locked cabinet in for a period of five years. An 'Application for Level A Ethics Approval' was sought from the Human Research Ethics Committee at Curtin University (Appendix 1). Participation information sheets with attached consent approval were then sent to the selected participants in the study (parents, teachers and children) (Appendix 2).

2.2 <u>Significance of the study</u>

This study is significant because little research has taken place into the value of emotional intelligence and the important role that it plays for successful student outcomes in Australian schools. Emotional Intelligence has been theoretically related to life satisfaction and the quality of interpersonal relationships (Palmer, Donaldson, & Stough, 2001). This incorporates scientific research, in particular on how the brain works, which stresses that the formation of emotional skills is much more effective and sustainable in the "formative years" from birth to the late teens. On examination of existing structures, school is the major establishment for children in that age group. Although at present, in most primary schools in Western Australia cognitive skill development is deemed the most important criterion for effective learning, research clearly demonstrates that by providing social-emotional educational opportunities, educators can increase children's capacity to learn and give the children tools to aspire not only academically but also in personal and professional achievements (Stern, 2001).

This study will add to the current literature on emotional intelligence learning and supports the research that competency in this area can be achieved through programs that specifically teach EI skills. The results will also be significant to the author of the EQ4KIDZ program, Victoria Carlton, as she continues to build on her curriculum materials and establish the program throughout the world.

However the main purpose of this research was to provide useful information to decision makers about an emotional development program that has the potential to benefit children, schools and communities. With the financial support of the Western Australian Government and Department of Education of Western Australia, EQ4KIDZ or a similar EI program, could be successfully implemented into a school curriculum so that all children would benefit both emotionally, socially and academically. If academic success is to be enhanced, emotional competency is essential and teachers need the skills to ensure this happens. Furthermore educators need to be knowledgeable about the distinction between emotional intelligence and teaching emotion skills. It will be essential then that educators undergo specialised training so that they are competent and confident to teach their students the skills underpinning effective emotional development.

Findings from this research will also benefit teachers to more effectively manage classroom behaviours, interpersonal relationships with parents and colleagues, student/teacher relationships resulting in the development of a caring whole school community. Parents could especially benefit from the research knowing that a program is available for children who have specific needs while also assisting them to develop more effective parent/ child relationships. Curriculum developers would have the opportunity to view, develop and implement EI programs into schools that will promote benefits for whole school communities.

2.3 <u>Research objectives and questions</u>

The primary purpose of this study was to determine whether emotional intelligence can be taught to primary school aged children and subsequently whether competencies produced as a result of emotional intelligence skills acquisition do enable them to achieve academic outcomes more successfully. The program known as EQ4KIDZ (Carlton, 2007) was examined to ascertain whether it is an effective tool for this development and if the strategies presented to and practised by the children while participating in the program would be applied to their learning experiences at school. The researcher sought to do this by providing answers to the following research question and three subsequent supporting questions:

Research Question: Can emotional intelligence be developed in children?

The three supporting questions to guide the research study and specifically data collection were:

- Is the EQ4KIDZ course an effective tool for the development of emotional intelligence in children?
- Can the students apply the EI strategies learned in the EQ4KIDZ program to their learning experiences at school?
- How can strategies for teaching   emotional intelligence be incorporated into the Western Australian primary school curriculum?

Definition of Key Terms

DOE: Department of Education

EI: Emotional Intelligence

EQ: Emotional Quotient

EQ-i: The Bar-On Emotional Quotient Inventory

EQ4KIDZ: Emotional Intelligence Program for Primary school aged children (5-12 years).

EYLF: Early Years Learning Framework

IQ: Intelligence Quotient- the resultant score of a psychological administered intelligence test.

NAPLAN: National Testing in Literacy and Numeracy (Australian Curriculum Assessment and Reporting Authority).

SEL: Social and Emotional Learning

TEIQue: The Trait Emotional Intelligence Questionnaire

2.4 Limitations

The qualitative data collection was limited to five children aged ten years of age. Each child attended a different state or independent school in the Perth metropolitan area and as this meant that only five schools were included this study may not be a true representative of the wider school population. Because of the cost to attend the EQ4KIDZ Program, children from a specific socio-economic group may only have been the participants on whom the research was grounded.

2.5 Overview of the Chapters

This thesis is organised into five chapters in which the first chapter, **Introduction**, explores the background of the research, provides the basis for understanding the context and background of the study.

The second chapter, **The Literature Review**, provides comprehensive background information about the relevance of the study by reviewing current associated literature and relevant research studies. This chapter also examines the concept of emotional intelligence to determine whether research supports the premise that emotional intelligence can be developed in children and whether emotional intelligence can make an effective contribution to children's academic and social achievements at school. Focus on the EQ4KIDZ program and identifying emotional intelligence models used for measurement of emotional intelligence skills' development in primary aged children were also examined in this chapter.

The third chapter, **Methodology**, identifies how the research questions were investigated and describes the underlying reasons for the methodological choice. The chapter states the

research questions, the participants and settings, data collection procedures, data analysis, issues concerning validity and reliability, as well as ethical issues and data storage considerations.

In the fourth chapter, **Results** of the study are presented. These include information gleaned from interviews, analyses of teacher questionnaires and researcher observations. This chapter incorporates data displayed by using tables, transcriptions, descriptive narratives and observations. Summaries of participant responses are presented specifically to draw out the commonalities within them. These then provided a basis for the emerging themes presented in the final chapter.

Chapter five, **Discussion, Conclusions and Recommendations** critiques the key themes that emerged from the study. Conclusions have been drawn from these themes and final recommendations for future research have been suggested.

Chapter 2

Literature Review

2.0 **Introduction**

In this chapter, contemporary literature on emotional intelligence is examined to determine whether research supports the premise that emotional intelligence can be developed in children and whether emotional intelligence can make an effective contribution to children's academic and social achievements at school.

The chapter will specifically focus on the EQ4KIDZ program and identify emotional intelligence models used for measurement of emotional intelligence skills' development in primary aged children.

2.1 **Emotional Intelligence Contemporary Background**

When Mayer and Salovey proposed a theory and model of emotional intelligence that claimed emotional intelligence is a mental ability, that is separate from personality traits and related to analytical intelligence in the 1990s it initiated the beginning of contemporary study into emotional intelligence (Mayer, Caruso, & Salovey, 2000).

Daniel Goleman later popularised the term *emotional intelligence* when his book "Emotional Intelligence" (1996) was published. Goleman's research claimed emotional intelligence was more influential in predicting and achieving success than academic ability and that emotional intelligence could be learned by all people (Goleman, 1996). Goleman's theory of emotional intelligence focused on a mixed model approach of emotional competencies. In a manner similar to Goleman's research (1998), Stein and Book (2000) identified five components of EQ known as Emotional Intelligence (EI). The first category is <u>Intrapersonal</u> which examines self-awareness, actualisation, independence and self regard. The second is <u>Interpersonal</u> in which empathy and social responsibility are emphasised. <u>Adaptability</u> that includes problem solving and flexibility is the third, <u>Stress Management</u> which looked at stress tolerance and impulse control is the fourth and <u>General Mood</u> which includes happiness and optimism the fifth. This five–dimension classification is consistent with the view propounded by Chermiss (1998).

The current conceptualisation of emotional intelligence is that it is identified as a core aptitude related to the capacity to reason with emotions (Salovey & Mayer, 1996). People who are adept at connecting thoughts to feelings are emotionally intelligent, may better "hear" the emotional implications of their thoughts, as well as understand the feelings of others (Mayer & Geher, 1996).

Emotional intelligence has been theoretically related to several important human values including life satisfaction and the quality of interpersonal relationships (Goleman, 1996;

Palmer, Walls, Burgess, & Stough, 2001; Salovey & Mayer, 1990). Scientific research, in particular on how the brain works, indicates that the formation of emotional skills could be developed in the "formative" years from birth to the late teens (Fuller, 2001). When examining existing community structures, school populations provide for the majority of children in that age group (Fullan, 2001; McCluskey, 1997).

Goleman (1998) and Chermiss (1998) contended that effective training programs can assist emotional development and target areas for emotional intelligence development. The areas suggested for development are in self-awareness, managing emotions, empathy, communicating, co-operation and resolving conflict. Fuller (2001) emphasised the importance of the early years in primary school for developing the child's perception of how well he/she can achieve and this period of development is probably more crucial to his/her future success than any other stage of school life. All researchers also emphasised that the early levels of achievement and later educational success are highly correlated. Factors associated with successful transition for young children into primary schools include establishing the essential link establishing collaboration between parents and the school, as well as developing the basic social competencies of emotional regulation (calming down), concentration and attending and being able to join in with others for the students (Fuller, 2001).

Fullan (2001) supported Stein and Book's (2000) claim that emotional intelligence can be learned by providing the opportunity to improve EQ by specifically working on emotional development. This is an area that has become of the utmost importance and some educators are implementing emotional intelligence strategies as part of the regular curriculum. Studies of emotional literacy programs that have been implemented in schools have demonstrated improvement in children's academic achievement scores and school performance as a result of students' learning of essential emotional skills (Goleman 1996).

According to Fullan (2001) people have always been reliant on emotional intelligence. He asserted that the most effective leaders are sometimes not the smartest gauged on an Intelligence Quotient score but they are those who combine high intellectual capacity with emotional intelligence. Furthermore, Palmer and Stough (2001), who co-wrote Swinburne University of Technology's EQ test believed that of the 100 companies that have used the test note that the results showed that IQ accounts for 20-25 per cent variance in workplace success, while preliminary data suggested EQ accounts for at least 36 per cent.

The first documented study which compared EQ and IQ as measures of work performance was conducted at a major Asian Bank -Toronto, On/Buffalo, NY, January 6th 1998 (Multi-Health Systems Inc, 2004). The report on the study concluded that EQ was actually more important in predicting success in the workplace than IQ. Goleman (1996, 1998) also cited countless examples supporting the theory that EQ was more important than IQ for success

in the workplace as well as in schools. Although schools have historically been seen as places for developing cognitive competencies, recent reviews of the factors that underpin the construction of an effective primary school learning environment concluded that students' well-being and the promotion of social competencies is not an "add on" but rather an integral part of the school curriculum and is clearly seen as associated with learning outcomes (Johnson, Livingston, Schwartz, & Slate, 2000). Effective schools construct and maintain a supportive and caring culture that combines high expectations for leaders, teachers and students supported by parent involvement with a strong emphasis on learning. Effective schools link learning to life successes (Fuller, 2001).

Some studies suggest EQ may be more important than IQ because it is more about social interaction, the way to deal with people and the way people treat people for successful life outcomes (Fullan, 2001; Fuller, Bellhouse, & Johnston, 2001; Nader, 2003). Emotions play an integral role in daily functioning throughout life. People need and use their emotional systems throughout life while awake or asleep. Moreover, feelings are also crucial for success in education. Emotions are critical ingredients for optimal information processing, social communication, written communication, motivation, attention, concentration, memory, critical thinking skills, creativity, behaviour, physical health and even our very survival (Goleman, 1996; Jensen, 1998; Greenberg, & Kusché, 1998; Sylwester, 1995). Although emotional growth takes place throughout life, childhood is a time of especially rapid maturation. Therefore behaviour, emotions and cognitions become integrated during the first ten years of a child's development which has important implications for educators (Greenberg & Snell, 1997; Kusché, 1984).

Increasing evidence emphasises that young children with challenging behaviour are more likely to experience continuous peer rejection, punitive responses from teachers, negative family interactions and school failure (Smith & Fox, 2003). On the contrary, children who are emotionally well-adjusted have a greater chance of early school success (Raver, 2002). Social and behaviour competence in young children predicts their academic performance in the first grade of school over and above cognitive skills and family background (Raver & Knitzer, 2002). Science has further established a compelling link between social/emotional behaviour, classroom behaviour and school success (Raver, 2002; Zins, Bloodworth, Weissburg, & Walberg, 2004). According to Zins et al. (2004), young children cannot learn to read if they have problems that distract them from educational activities, problems following directions, problems getting along with others and controlling negative emotions and problems that interfere with relationships with peers, teachers and parents. "Learning is a social process" (Zins et al., 2004, p3). Research studies have also demonstrated that there is a link between social competence and positive intellectual outcomes as well as the link between antisocial conduct and poor academic performance (Raver, 2002).

Insights from researchers have alerted educators to the critical value of holistic education that involves the stimulation and training of both a child's cognitive and affective development. By strengthening and increasing social-emotional educational opportunities, educators can increase the children's capacity to learn, will give the children the tools to aspire to personal and professional achievements and enable them to experience personal success (Stern, 2004). Many schools are infusing social and emotional learning competency building into their schools' daily curriculum. Many educators are also honing their own social and emotional skills through workshops and self-study. In addition, parents have the opportunity to bring social and emotional learning into their lives through study and workshop opportunities (Cohen, 1999).

Learners can be taught to improve their emotional intelligence and teachers are becoming more aware of the need to modify their practices to cater for differences in emotional intelligence and to develop those dimensions of emotional intelligence that are under developed (Cole, 2002).

According to McClusky (1997), "emotions rarely have a place in schools" (p. 2). Beyond early learning years and early primary school, almost all efforts are concentrated on cognitive skills (reading, writing and mathematics). This may be due to little or nothing in the pre-service training of teachers that would prepare them for effectively developing the non-cognitive skills.

Research also purports that children who display disruptive behaviour in school receive less feedback from teachers, spend less time on tasks and receive less instruction. They lose opportunities to learn from their classmates in group learning activities and receive less encouragement from their peers. Children who demonstrate inappropriate classroom behaviour to their teachers and peers, grow to dislike school and eventually have poor school attendance (Raver, 2002).

Research by Eisenberg, Fabes, and Losoya, in (Salovey & Sluyter, 1997) about emotional responses in young children and their relationship to social and academic success showed a distinctive correlation between emotion regulation and social functioning in children aged between six and eight years. The working memory of a child with emotional issues can be changed by new learning through resolution or management of issues (Sternberg & Williams, 2002). Professional development for teachers to learn what students need and the inclusion of social and emotional learning in all curricular areas remain vital for implementing strategies to teach students the essential coping skills (Fletcher, 2005).

Introducing mandatory emotional learning into schools would be a radical change and schools do not change so readily. One possible solution, if such essential skills prove too difficult to develop in schools, would be to start by introducing them in the spaces around schools. For example, Goleman (1996) described how appointed pupil mediators resolve

conflicts in the playground. Such a *school for emotions* could be designed around local, community-based activities, specifically children's clubs, parent-teacher associations and artistic expression groups.

As a result of the growing acknowledgement by professionals of the importance and relevance of emotions to academic outcomes (Feldman-Barrett & Salovey, 2002), and Goleman's book : *Emotional Intelligence, Why It Can Matter More Than IQ* (1996) the subject of Emotional Intelligence has continued to gain momentum with many models and theories appearing in publications. Because research has emphasised the importance for the development of emotional intelligence, educators are now taking an interest in the concept of introducing Emotional Intelligence learning into the daily teaching and learning experiences to assist students gain more positive outcomes - social and academic.

2.2 Emotional Intelligence Development for Student Achievement

Historically, Western Society has deemed cognition to be of a significantly greater value for individuals and society than emotional competence (Payne, 1986) yet the most significant factors leading to school disaffection, failure and rate of student dropout are social – emotional (Elias & Arnold, 2006).

Current educational paradigms reflect an underlying specific content drive to increase individualism. This attitude is reflected by the marks' system which is the dominant goal for students. Students are encouraged to compete as individuals rather than as a group collaboration or in solidarity. Using competition in the classroom enhances the belief that learning is a scarce commodity, that takes place only in given places at specific times with pre-defined subjects. Learning also only takes place with the help of experts and emphasises rationality and logic while neglecting emotions and relationships (McClusky, 2000).

The introduction of Emotional Intelligence skills into established educational settings may seem radical especially when academic achievement has been associated with cognitive skills for a very long time. However current research has alerted educators to the fact that Emotional Intelligence can also play a significant role for establishing successful student achievement in school and beyond (Goleman, 1996).

The perception of emotion and reason being unrelated is now being re-evaluated, with research suggesting this historical view may be incorrect. However, schools still remain entrenched in pedagogical practices that emphasise the development of cognitive abilities. However, the importance of social and emotional relationships and the learning of social and emotional skills are increasingly acknowledged as critical competencies underpinning academic success in a school environment (Goleman, 1996). Goleman (1996) while acknowledging the value of prior learning from the home, believes that schools are essential for supporting students in the development of social and emotional skills as a result of

explicit teaching of these skills, especially when students enter and leave school communities at different entry and exit points.

Scala in (Elias & Arnold, 2006) suggests that students are affected by a changing and sometimes struggling society. Specifically, young students are entering schools burdened with multiple issues: shorter attention spans; being raised by single parents, blended parents or grandparents; the need for instant gratification; anger problems; difficulty relating to structure; problems maintaining relationships with peers and adults; and pent-up negative emotions.

Goleman's (1996) belief in teaching explicit social and emotional skills to students and Scala's (2006) identification of the issues students are bringing into the classroom suggest the essential need for an integrated curriculum that includes Emotional Intelligence skills training.

Preliminary empirical studies show there are many benefits of emotional intelligence support of student achievement. These include students who are able to delay gratification at an early age achieved higher school success later in their education and students who demonstrated higher measures of emotional intelligence achieved higher academic performance in standardized testing at the end of school (Abraham, 1999).

Emerging studies also support the view of a direct relationship between academic success and higher levels of emotional intelligence (Elias, 2003; Greenberg, 1997). Participating in these studies of social and emotional learning programs by teachers and students resulted in gains in positive outcomes especially for "high risk" students in the subject areas of mathematics, literacy and social studies.

Mayer and Salovey (1997) propose it is more effective and less questionable to focus on the specific skills of emotion than it is to focus on teaching emotional intelligence. Therefore, educators need to be knowledgeable about the distinction between teaching emotional intelligence and teaching emotion skills. It will also be crucial for educators to undergo specialised training so that they are competent to teach the skills for emotional development to their students.

Emotional Intelligence is a relatively new concept to many educators and therefore they need to be patient with themselves and allow time to become confident in this new area. Effective academic and social-emotional instruction benefits from well-planned professional development for all school personnel. Professional development activities that are specifically beneficial include training staff in children's social-emotional development, modelling and practise of constructivist and project-based teaching methods, coaching and mutual feedback from colleagues. Staff should also become familiar with best practices in the field so that they can draw on what works most effectively. When schools implement high-quality Social-Emotional Learning (SEL) programs and approaches effectively, academic

achievement of children increases, incidence of problem behaviours decreases, the relationships that surround each child are improved and the climate of classrooms and schools change for the better (Elias & Arnold, 2006).

For many years the focus of teachers when assessing student achievement has been on collecting and analysing academic data rather than psychological information (Saarni, 1999). With new studies emerging, supporting emotional abilities that contribute to successful student achievement, a more rigorous look at what is being taught in schools at present should be paramount.

The Western Australia *Curriculum Framework* document (Curriculum Council, 1998) has a strong focus on academic as well as social and emotional outcomes. This document also describes a values' framework that underpins and shapes the curriculum. It is expected that all educators in WA integrate the specified shared values across all curricular areas. However, with pressure on teachers for students to achieve high academic results in the National Testing in Literacy and Numeracy (NAPLAN) Test administered in Years 3, 5, 7 and 9, teachers are finding it difficult to implement a balanced program that addresses all areas mandated in the *Curriculum Framework*.

As knowledge has increased exponentially in the 21st century, our approaches to educating children have narrowed and specialized. The results of this trend have raised alarms about the condition of American education and the academic performance of American students. Although, laudable in the insistence on eliminating disparities while raising the achievement bar, the focus on accountability for literacy and mathematics scores under the *No Child Left Behind Act* (2010) has led many schools to narrow their focus even more and has dramatically increased stress on both students and staff. This narrowing threatens genuine and lasting academic progress. However, these reform initiatives are unlikely to succeed unless schools address all interacting dimensions of students' lives: the physical, emotional, intellectual, social and spiritual (Wooley & Rubin, 2006). This situation can be readily translated into the Australian context

The Western Australia Child Health Survey (Kelly 1997) identified that there is a correlation between academic achievement and family structures. Students from highly educated, two parent families, earning good incomes generally achieved well at school whereas students from low socio-economic families, single parents, unemployed parents, tend to have more unexplained absences from school resulting in lower academic achievements. Unfortunately, as students fall further behind academically, their classroom behaviour becomes more challenging. Consequently, teachers trying to manage these behavioural problems in classrooms need support and the introduction of an emotional intelligence program in the curriculum may assist classroom cultures and a method for effectively addressing challenging behaviour (Wooley & Rubin, 2006).

According to Olweus (1995) and Rigby (1996) when schools promote belonging and ensure high levels of involvement between staff and students, bullying is also reduced. Effective primary schools as suggested by Johnson, Livingston, Schwartz and Slate (2000) concluded that well-being and the promotion of social competencies play an integral part of an effective school climate and are clearly seen as associated with improved student learning outcomes. Effective schools do construct and maintain a supportive and caring culture that combines high expectations for leaders, teachers, students and parent involvement with a strong emphasis on learning (Fuller, 2001).

The relationship between emotional intelligence research and educational programs although relatively new, suggests there are more positive than negative benefits for implementing emotional Intelligence skills in schools that will ultimately assist all students to achieve higher educational outcomes. The EQ4KIDZ course has been specifically written based on this premise - to assist students to reach their full potential (Carlton,2007).

2.3 EQ4KIDZ Program to assist Emotional Intelligence Development in Children.

The concept that IQ may not be as important for success in life as EQ has seen the emergence of many EQ training programs in both the workforce and for school-aged children. According to the originators of the theory of emotional intelligence (Mayer & Salovey, 1997, p.3) emotional intelligence is defined as "...the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth." The authors propounded that emotional intelligence can be developed and can play a major role in fulfilling successful social interactions. Emotional awareness lessons can assist children to understand their own emotions as well as the emotions in others and thus achieve positive outcomes. Further extensive research into the importance of emotional intelligence may result in more schools incorporating EQ strategies in future curriculum developments.

In Perth, Western Australia, one out-of-school learning centre offers a program specifically designed to develop emotional intelligence training for primary school aged children. Known as EQ4KIDZ (Carlton, 2007) the program delivery has been expanded and currently implemented by private clinics but could also be incorporated effectively in schools. The five module program is designed to help primary school- aged children increase their levels of emotional intelligence: higher self-confidence; assertiveness; and motivation in the children which will then transfer to improved academic outcomes. The program covers issues such as bullying, personal space, assertiveness, goal setting, understanding emotions and anger management. EQ4KIDZ targets children who are having problems at school. These problems demonstrated by children have been classified into six groups:

- Group 1. Children with low self esteem, poor academic results and low motivation;
- Group 2. Children who have been bullied and lack assertiveness;
- Group 3. Children who lack appropriate social skills, have few friends and do not know how to break into groups;
- Group 4. Children who occasionally bully and have underlying emotional difficulties;
- Group 5. Children who need anger management; and
- Group 6. Children who are very bright and have difficulties relating to peers (Carlton, 2007).

According to Mayer and Cobb (2000) educational policy on emotional intelligence based on a very young scientific enterprise, has been criticized even though many solid studies have been carried out. These however have been based on the broader, popular models of emotional intelligence, which combine abilities and traits but as yet have not been operationalized adequately. This research will attempt to provide critical feedback on the EQ4KIDZ program that does address the issue of measuring emotional intelligence development in children.

New research continually encounters significant problems associated with measuring the construct of emotional intelligence (Tucker, Barone, McCarthy, & Sojka, 2000). Although teachers historically have been assessing student achievement by academic measures there is a growing interest in research that considers the whole child and therefore includes academic measures and psychological measures. This will then satisfy leaders in educational settings who historically demand a measurement model that stands up to scrutiny for evaluating student achievement (Spencer, 2001).

2.4 Models for Measurement of Emotional Intelligence Development

Several models of emotional intelligence have been proposed in recent years with three approaches to the development of the models of emotional intelligence emerging. These are the Mental Ability Model (Mayer, Salovey, & Caruso, 1997) that focuses on the interplay of emotion and intelligence, the Mixed Model (Bar-On, 2006; Goleman, 2001) comprising mental abilities, dispositions and traits that describe a compound emotional intelligence that consists of personal and social competencies such as self-control and self-motivation, empathy and social skills. The third model Trait EI Model (Petrides & Furnham, 2000a) is based on an individual's self perceptions of his/her emotional abilities.

These three models have been developed on different underpinning criteria.

2.4.1 Mental Ability Model of Emotional Intelligence

The Mental Ability Model for Emotional Intelligence (Mayer, Salovey, & Caruso, 1997) is measured within a mental ability framework in which traditional intelligence is conceptualised. This model has then been developed using four developmental branches

with four levels in each branch (Table 2.1). These four branches are each linked to a specific emotional ability with comprehensive descriptions for each developmental level.

Table 2.1. Mayer, Salovey and Caruso's Model of Emotional Intelligence (1997)

Branch 1. Identifying Emotion			
Level 1	**Level 2**	**Level 3**	**Level 4**
Ability to identify emotion in one's physical states, feelings and thoughts.	Ability to identify emotions in other people, designs, artwork, etc., through language, sound, appearance and behaviour.	Ability to express emotions accurately, and to express needs related to those feelings.	Ability to discriminate between accurate and inaccurate, or honest versus dishonest expressions of feelings.
Branch 2. Using Emotion to Support Thought			
Emotions prioritising thinking by directing attention to important information.	Emotions are sufficiently vivid and available that they can be generated as aids to judgement and memory concerning feelings.	Emotional mood swings change the individual's perspective from optimistic to pessimistic, encouraging consideration of multiple points of view.	Emotional states differentially encourage specific problem approaches such as when happiness facilitates inductive reasoning and creativity.
Branch 3. Understanding Emotion			
Ability to label emotions and recognise relations among the words and the emotions themselves, such as the relation between liking and loving.	Ability to interpret the meanings that emotions convey regarding relationships, such as sadness often accompanies a loss.	Ability to understand complex feelings; simultaneous feelings of love and hate, or blends such as awe as a combination of fear and surprise.	Ability to recognize likely transitions among emotions, such as the transition from anger to satisfaction, or from anger to shame.
Branch 4. Managing Emotions			
Ability to stay open to feelings, both those that are pleasant and those that are unpleasant.	Ability to effectively engage or detach from an emotion depending upon its judges informativeness or utility.	Ability to reflectively monitor emotions in relation to oneself and others, such as recognising how clear, typical, influential or reasonable they are.	Ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may contain.

Branch 1 of the model focuses on perceiving emotions of self and others by identifying emotions through four levels, starting with the simplistic level in which children learn to recognise varying emotions through verbal and body language as well as facial expressions. The children move through the levels as they develop the skills of identifying emotions in other people, appropriate self expression of their own feelings and developing the ability to discriminate feelings.

Branch 2 of the model focuses on using emotions to facilitate thinking. Four levels are used to describe the concept of using emotional thought from discerning important information through to using emotions for judgement, memory and decision making.

Branch 3 on understanding and analysing emotions. The development of this branch focuses on the ability to understand complex feelings and relationships. It examines the ability to recognize transitions among emotions and to understand transition outcomes, such as anger to satisfaction, or from anger to shame.

Branch 4 of the model is the highest level of emotional intelligence and identifies ways of managing emotions in self and others. This branch looks at the ability to be receptive to emotions, effectively engage or detach from emotions and monitor and manage emotions in oneself and others.

This Mental Ability Model of emotional intelligence was developed by the researchers Mayer, Salovey, and Caruso based on the theory that "Emotional Intelligence is the ability to receive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in self and others" (1997, p.8). They argue that cognition and emotion are two of the fundamental classes of mental operations, with motivation being the third class. Emotional intelligence is referred to as having a relationship at the intersection of emotion and cognition (Mayer, Caruso, & Salovey, 2001). The reasoning behind this theory is the belief that emotion and cognition work together by influencing each other. Emotional intelligence defines the interplay between emotion and cognition while the distinguishing part of the ability model approach to emotional intelligence is the interrelationship of emotion and cognition (Mayer, et al, 2001).

This Model of Emotional Intelligence is underpinned by a theoretical framework that is hierarchical in relationships and developmental in nature. The authors contend that models of emotional intelligence based on ability can be measured with greater reliability as they are not based on informant or self report. The Mayer, Salovey, and Caruso Ability Model of Emotional Intelligence supports a cognitive approach to emotional intelligence measurement which meets the three recognized scientific criteria required for a definition of intelligence. These criteria are: "conceptual", because it reflects mental performance rather than preferred ways of behaving; "correlational" as it describes a set of closely related abilities similar but distinct from other intelligences; and "developmental" as it responds to experience and age (Mayer, Caruso, & Salovey,2000).

Mayer, Salovey, and Caruso (1997) further comment on the Mental Ability Model stating "Ability testing is the gold standard in intelligence research because intelligence corresponds to the actual capacity to perform well at mental tasks, not just one's belief about those capacities" (cited in Mayer, et al, 2000, p.325). From this stance the researchers developed specific tests and measurement instruments of emotional intelligence and these tests are currently the only ones that focus on the study and measurement of emotional intelligence as an internal concept.

Evaluation of the Mental Ability Model approach to Emotional Intelligence

The Ability Model of Emotional Intelligence is grounded in a theoretical framework that is hierarchical in relationships and developmental in nature. The Mayer, Salovey, and Caruso (1997) mental ability model approach to emotional intelligence confirms emotional intelligence is a separate mental ability that can be measured. Measures of ability are tested using a problem solving approach (cited in Mayer, et al, 2001).

Models of emotional intelligence based on mental ability can be measured with greater reliability compared to self or informant report. The Mayer, Salovey, and Caruso (1997) model provides an empirically sound conceptual framework for educators to evaluate and assess students' emotional development. The Mental Ability Model of Emotional Intelligence as a measurement tool also provides a framework for educators themselves to understand emotional growth.

2.4.2 <u>Mixed Model Approach to Emotional Intelligence</u>

The Mixed Model has been influenced by a performance and productive business base striving for excellent work outcomes and psychological health.

Two major models have been indentified when reviewing this approach: those structured by Goleman (1996, 2001,) and Bar-On (1997, 2000, 2006).

Goleman's Model of Emotional Intelligence

Goleman's (2001) model focuses on emotional intelligence as a wide array of competencies and skills that drive leadership performance. It defines four main Emotional Intelligence domains incorporating 20 discrete competencies (Table 2.2).

These domains are referred to as:

- **<u>self-awareness</u>:** the ability to read one's emotions and recognize their impact while using initiation to guide decisions.

- **self-management:** involves controlling one's emotions and impulses and adapting to changing circumstances.
- **social awareness:** the ability to sense, understand and react to others' emotions while comprehending social networks.
- **relationship management:** the ability to inspire, influence and develop others while managing conflict, (Goleman, 2001).

Goleman includes a list of emotional competencies within each domain which he maintains are not innate talents but learned capabilities that must be worked on to achieve outstanding performance (Boyatzis, Goleman, & Rhee, 2000). Goleman (2001) also distinguishes between emotional intelligence and emotional competence. He argues that even though an underlying ability is needed, it is not necessarily sufficient in providing competence. Goleman assumes that people are born with emotional intelligence that determines the potential for learning emotional competencies.

Table 2.2 Goleman's 2001 Emotional Intelligence Model

Self-awareness	Self Management	Social Awareness	Relationship Management
Emotional self awareness	Emotional self-control	Empathy	Inspirational leadership.
Accurate self-assessment	Trustworthiness	Organisational awareness	Developing others. Influence. Communication.
Self confidence	Conscientiousness	Service orientation	Catalysing change.
	Adaptability		Conflict management.
	Achievement Orientation		Building Bonds.
	Initiative		Teamwork and Collaboration.

Two further measurement tools are based on the original Goleman Model. These are:

1. The Emotional Competency Inventory (ECI), created in 1999, and the Social and Emotional Competency Inventory (ESCI) created in 2007; and

2. The Emotional Intelligence Appraisal, which can be taken as a self report or a 360 degree assessment. Goleman (2001) developed the 360 degree assessment for people within an organization to evaluate individuals (Individual Feedback Reports) or the organization as a whole (Work Force Audits).

Although Goleman became renowned from the publication of his best seller titled "Emotional Intelligence: Why it can matter more than IQ" (1996), his model of Emotional Intelligence has been criticized in the research literature as "pop psychology" (Mayer, Roberts, & Barsade, 2008) emphasising that many of his claims are not supported by scientific evidence (Mayer, et al, 2001).

2.4.2 The Bar-On Model of Emotional- Social Intelligence (ESI)

Bar-On (2006) defines emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands (Bar-On, 1997). He also believes Emotional Intelligence develops over time and that it can be improved through training, programming and therapy (Bar-On, 2006). He further hypothesises that people with high EQs are more successful in meeting environmental pressures and demands. He also points out that a deficiency in emotional intelligence can mean a lack of success and the existence of emotional problems. Bar-On in general considers emotional intelligence and cognitive intelligence to contribute equally to a person's general intelligence, which then reflects how a person will succeed in life (Bar-On, 2006).

Bar-On (2006) described his model within five major components:

- **Interpersonal skills:** the ability to understand emotions as well as express our feelings and ourselves;
- **Intrapersonal skills:** the ability to understand others' feelings and relate to people;
- **Stress-management:** the ability to manage and control emotions;
- **Adaptability:** the ability to manage change and solve problems on an intrapersonal and interpersonal nature; and
- **General mood:** the ability to generate a positive mood and be self-motivated.

This model was titled: *The Bar-On Emotion Quotient Inventory* (EQ-i) which is a self report measure of Emotional Intelligence developed as a measure of emotionally and socially competent behaviour that provides an estimate of one's social and emotional intelligence. The EQ-i measures the mental ability to be successful in dealing with environmental demands and pressures (Bar-On, 2006).

Table 2.3   Bar-On Model of Emotional Intelligence (2006)

Intrapersonal	Interpersonal	Stress management	Adaptability	General Mood
• Self regard • Emotional Self - Awareness • Assertiveness • Independence • Self -Actualization	• Empathy • Social Responsibility Interpersonal Relationship	Stress Tolerance Impulse Control	Reality Testing Flexibility Problem Solving	Optimism Happiness

One hundred and thirty three items are used to obtain a Total EQ-i (Emotional Quotient Inventory) and to produce five composite scale scores, corresponding to the five main components of the Bar-On Model (2006). The validity of the instrument relies on the self understanding of the individual, as each individual is asked to indicate how a set of descriptive statements relates to him/her. The scoring system is similar to cognitive intelligence measures, having a mean of 100 and a standard deviation of 15 with high scores on the test indicating a greater potential for effectively meeting the demands of the environment. The inventory also provides four validity indicators which counteract some of the distorting effects of self report: the omission rate; inconsistency index; positive impression; and negative impression.

A limitation to this model is that it claims to measure some ability through self report items (Matthew, Ziedner, & Roberts, 2001) and thus has been deemed to be highly susceptible to faking (Day & Carroll, 2008; Grubb & McDaniel, 2007). However Bar-On (2007) defends this criticism claiming that the model is robust to validity examination.

Evaluation of the Mixed Model approach to Emotional Intelligence

The development of the mixed model's approach to emotional intelligence is descriptive in nature and provides details of the components, facts and dimensions that contribute to emotional intelligence within each of the models. It is noted that there is a clear theoretical overlap between these models of emotional intelligence and personality (Mayer, et al, 1997).

Golman's (2001) model is based on the premise that emotional intelligence is more important than IQ for success in life and is entrenched in work performance for success in the corporate world. However scientific evidence supporting Goleman's claims are not evident (Mayer, et al, 2001).

Bar-On's (2006) model has a perceived overlap with personality theory and questions have been raised whether the EQ-i actually measures beyond other acknowledged instruments.

The measurement of emotional intelligence from a mixed model approach relies on informant or self report. The problems associated with the self report assessments can be independent of abilities, with high functioning people scoring themselves low and low functioning people scoring themselves high (Mayer, et al, 2000). However strong empirical support for reliability and validity are lacking in this measurement of emotional intelligence strategy and therefore it is open to criticism by experts.

2.4.3 Trait EI Model

The Trait EI Model is measured by self report. Petrides and Furnham (2000a) proposed a conceptual distinction between the ability based model and a trait based model of Emotional Intelligence. *Trait EI* is "... a constellation of emotional self-perceptions located at the lower levels of personality" (Petrides & Furnham, 2007 p.154). *Trait EI* refers to an individual's self perception of his/her emotional abilities. This model of Emotional Intelligence encompasses behavioural depositions and self perceived abilities and is measured by self report. The *Trait EI* model includes the Goleman (2001) and Bar-On (2006) models.

There are several self report measures encompassed in this EI. The Trait Emotional Intelligence Questionnaire (TEIQue) is one of the more comprehensive and widely researched measures of this construct. TEIQue is an open-access measure that was specifically designed to measure the construct comprehensively (Vernon, Petrides, Bratko & Schermer, 2008).

The TEIQue provides an operationalization for Pertrides and Furnham's (2003) model that conceptualizes EI in terms of personality. The test encompasses 15 subscales and in addition provides scores on four factors of broader relevance organized under the four factors of Wellbeing, Self Control, Emotionality and Sociability.

Table 2.4   Trait EI Model (TEIQue) (200I) incorporating 15 subscales.

Adaptability	Emotion control	Low impulsiveness	Self Motivation	Trait empathy
Assertiveness	Emotion expression	Relationships	Social awareness	Trait happiness
Emotion appraisal (self and others)	Emotion Management (others)	Self-esteem	Stress management	Trait optimism

- **Wellbeing:** High scores on this factor reflect a generalized sense of well-being, extending from past achievements to future expectations. Overall, individuals with high scores feel positive, happy and fulfilled. In contrast, individuals with low scores tend to have low self-regard and to be disappointed about life as it is at present. The wellbeing score largely depends on the scores of the other three factors of the TEIQue;

- **Self-control:** High scorers have a healthy degree of control over their urges and desires. In addition to fending off impulses, they are good at regulating external pressures and stress. They are neither repressed nor overly expressive. In contrast, low scorers are prone to impulsive behaviour and seem to be incapable of managing stress. Low self controls are associated with inflexibility;

- **Emotionality:** Individuals with high scores on this factor believe they have a wide range of emotion-related skills. They can perceive and express emotions and use these abilities to develop and sustain close relationships with important others. Individuals with low scores find it difficult to recognize their internal emotional states and to express their feelings to others, which often leads to less rewarding personal relationships; and

- **Sociability:** The sociability factor differs from the emotionality factor because it emphasises social relationships and social influence. The focus is on the individual as an agent in different social contexts rather than on personal relationships with family and close friends. Individuals with high scores on the sociability factor are good at social interaction. They believe they have good listening skills and can communicate clearly and confidently with people from very diverse backgrounds. Those with low scores believe they are unable to affect others' emotions and are less likely to be good negotiators or networkers. They are unsure what to do or say in social situations and, as a result, they appear shy and reserved (Petrides, 2001).

Two recent studies involving direct comparisons of multiple EI tests yielded favourable results for the TEIQue (Gardner & Qualter, 2010). The psychometric properties of the TEIQue were also investigated in a study on a French speaking population where it was reported that TEIQue scores were globally normally distributed and reliable (Milkolajczak, Luminet, Leroy, & Roy, 2007).

Evaluation of Trait EI Model

The Trait EI Model is general and subsumes the Goleman (2001) and Bar-On (2006) Models. However, as this model is measured by self report the opportunity to fake extreme positive outcomes is recognised. It is also recognised that situational responses for desirable outcomes could influence the person taking the test. The conceptualization of EI as a

personality trait leads to a construct that lies outside the classification of cognitive ability. This is an important distinction as it bears directly on the operation of the construct and the theories and hypotheses that are formulated about it (Petrides & Furnham, 2000a). This model is also one of the most salient models in scientific literature at present.

2.5 Conclusion

The main objective of this research was to ascertain that emotional intelligence can be developed in primary aged children and that it does enable them to achieve academic outcomes more successfully than prior to development of emotional development.

Present research suggests that emotional intelligence may be more important than intelligence quotient (IQ) for success in both the workplace and in schools because of the social nature of emotional intelligence (Fullan, 2001; Fuller, Bellhouse, & Johnston, 2001; Nadar, 2003). At present, in schools cognitive skills are deemed more important than emotional/social skills but there is an abundance of research evidence that supports the view that emotional and academic learning are intricately meshed.

The discussed models of emotional intelligence provided by research have the capability to link and target students' needs. These models provide information for teachers about emotional needs and stipulate why students learn best when all aspects of their development are considered equally (Elias, in Ciarrochi, et al. 2001). However, the pressure on teachers for successful literacy and numeracy results in National Testing is still the major focus in schools.

This current focus on academic achievement in schools will find the introduction of emotional intelligence learning in the existing curriculum challenging. Yet, studies suggest that students can academically achieve higher results if emotional and social skills are developed. Mayer and Salovey (1997) contend that the teaching of specific skills of emotion are more effective than concentrating on teaching emotional intelligence. Therefore teachers will need to be well trained in emotional intelligence skill development to deliver successful programs in schools that ensure they are meeting individual student needs.

The research results of the established program EQ4KIDZ may substantiate the benefits of development of emotional intelligence in children as learners as well as be of assistance to the education system in introducing changes to the curriculum which will ultimately enhance academic outcomes for all children. The ethnographic methodology used for this research described in the next chapter should provide evidence that Emotional Intelligence can be developed and is beneficial for children.

Chapter 3

Research Methodology

3.0 Introduction

The purpose of this research was to investigate whether emotional intelligence can be developed in children using direct instructions and whether it actually makes an effective contribution to children's academic achievements. The research was conducted using a small group of children who attended an established program EQ4KIDZ which was advertised on television, in newspapers, within the internet and in brochures. The program was described as promoting emotional intelligence training for primary school aged children. The importance of developing emotional intelligence (EI) skills to assist higher academic achievement was highlighted through the literature review of Chapter 2. This chapter elaborates on the research methodology adopted to address the research question:

Can emotional intelligence be developed in children?

3.1 Research Methodology

A Qualitative research approach was chosen by the researcher in the belief that this approach would reveal a holistic perspective of the issue in question. The major characteristics of qualitative research as explained by Patton (cited in Fraenkel & Wallen, 2003) provided credibility to the study as a naturalistic inquiry, where open, real life experiences of the participants were explored. Data collected using a qualitative methodology aim to give "detailed, thick description; inquiry in depth, direct quotations capturing people's personal perspectives and experiences" (Fraenkel & Wallen, 2003, p. 433). This was achieved by the researcher using a variety of approaches, while acknowledging the need for a non-judgemental, neutral stance to any information or experiences that were shared.

The research design for this study specifically utilized the qualitative research methodology of ethnography. The emphasis in ethnographic research is on documenting the everyday experiences of individuals by observing and interviewing the individuals and relevant others. Interviewing is the most important tool ethnographers use (Fraenkel & Wallen, 2003). A critical aspect to the validity of the interview is the researcher's capacity to manage the interview situation. An interview needs to replicate a conversation between two people that is relaxed and interactive and approximates to a normal conversation (Fraenkel & Wallen, 2003). For this research a structured approach to interviewing was employed to gain insight into participants' perceptions and reactions to the implementation of the EQ4KIDZ Program.

The second technique that ethnographers utilise is participant observation. Fetterman (1998) suggested, participant observation *"...combines participation in the lives of the people under study with maintenance of a professional distance that allows adequate observation and recording of data"* (cited in Frankel & Wallen, 2003, p.517). The researcher's ability to describe what he/she sees and hears from the point of view of the members of the group is known as cultural interpretation. Field notes that were descriptive and reflective were used for recording the observation sessions. The underlying aim was to build a descriptive narrative giving a comprehensive picture of how the EQ4KIDZ course had impacted on the students, their parents and teachers.

3.2. <u>Research Objectives</u>

The purpose of this research was to ascertain whether emotional intelligence can be developed in primary school aged children and subsequently if it does enable them to achieve academic outcomes more successfully than prior to the development of emotional intelligence. The three supporting questions stemming from the research question: *Can emotional intelligence be developed in children?* were formed to guide relevant and accurate data gathering:

- Is the EQ4KIDZ course an effective tool for the development of emotional intelligence in children?
- Can the students apply the E.I. strategies learned in the EQ4KIDZ program to their learning experiences at school?
- How can strategies for teaching emotional intelligence be incorporated into the Western Australian primary school curriculum?

3.3 <u>The Participants</u>

A purposive sample of five children, ten years of age attending the EQ4KIDZ course was chosen for the research. This specific age group was chosen because the researcher believed the children were at an age to be able to accurately articulate what had been learned during the program and thus provide accurate data. The five children were as close in gender balance as possible (3 males and 2 females) and attended both State and Independent schools in the Perth metropolitan area of Western Australia.

Parent participation was also employed for the study. Parents of the participating children were interviewed before the children commenced the course and these same parents were again interviewed when their children had completed the program.

Classroom Teachers were also essential participants in the research. Prior to the program commencement the researcher provided the classroom teachers with a specific question, that was able to direct each teacher's observations of the student in his/her class before the commencement of the program. Another set of questions was given to the classroom teachers for comments when the students had completed the EQ4KIDZ program.

Table 3.1: Research Study Participants

SCHOOL	TEACHERS	Children	PARENTS
1 Govt K-7 School	T1 T2	C1 C2	P1 P2
2 Catholic College K-12	T3	C3	P3
3 Independent Church Affiliated School K -12	T4 T5	C4 C5	P4 P5

3.4. Data Collection Methods

The data were collected using observations and a structured questioning approach to interviewing. Specifically, questions were used during the interviews of the participants around three main themes:

- the reasons the parents chose the program and after program completion to ascertain whether the parents' expectations of the program had been met;
- participating children's responses to the program at the completion of the course; and
- classroom teachers' observations of participating children before and after the program.

The five purposive selected child participants were observed during the EQ4KIDZ program. The researcher used field notes that were descriptive and reflective in the observations (Appendix 3). Each child was then interviewed two weeks after the completion of the program by the researcher (Appendix 4). The participating parents were interviewed prior to the commencement of the program to establish the reasons for choosing the program for their children (Appendix 5). The same parents were interviewed three weeks after completion of the program to ascertain whether the parents' expectations of the program had been met (Appendix 6). Participating classroom teachers' initial question for data collection was specifically on how the student communicated emotions in the classroom

and playground prior to attending the program (Appendix 7). Five weeks after completion of the course the classroom teachers were asked to write comments on any changes in the way the student communicated emotions and if there was any noticeable academic improvement observed (Appendix 8).

All interviews were taped (with permission of the participants) and transcribed, providing a wealth of data to inform the research study. Using the triangulation of data collected from the observations of the children attending the EQ4KIDZ program, parent interviews, children's interviews and teacher's responses to the interview questions provided validity for the implemented data collection methods (Fraenkal & Wallen, 2003).

3.5 Data Analysis Techniques

Data were analysed inductively, identifying the "essential characteristics" of the perceptions of the parent participants, (P1,P2,P3,P4,P5), teacher participants (T1,T2,T3,T4,T5) and the child participants (C1,C2,C3,C4,C5). The interviews were transcribed and responses of each participant tabulated to address the key questions/interview comments. Summaries were made identifying the commonalities of the participants' responses that addressed each of the key questions.

Specific themes emerged from the analysis of the observations and interview transcriptions. As is the process in qualitative research, the researcher sought to identify and describe patterns and themes from the perspectives of the participants' understandings. This process of analysis reflected what the respondents, as a group, had stated (Faenkel & Wallen, 2003).

All information was coded to ensure anonymity while enabling the clustering into common responses. These were then organised into appropriate themes. The researcher was then able to describe the fundamental characteristics of the impact of the EQ4KIDZ program to accurately present the essence of this research study. These findings were documented as a thick description incorporating extensive quotations from the participants in the study, in order to build an in depth picture of the responses by all participants to the overall effect of the EQ4KIDZ course.

3.6 Mechanisms for ensuring reliability and validity

Reliability and validity are seen as essential criteria underpinning qualitative research as it is vital that confidence can be placed in the researcher's findings. An interpretivist approach

allows judgements about validity to be made by readers from the speakers' voices and the speakers' stories and is valid for this particular study (Faenkel & Wallen, 2003). However, further strategies to improve validity through triangulation in this research included distributing final notes from the interview to each respondent for verification as well as for making any "assessing adjustments". This enabled active triangulation of the researcher's perceptions recorded during the participant observations against the comments of their parents and class teachers. This triangulation of information, using the data collection instruments, enhanced the validation of the findings. Research into the literature of emotional intelligence skill development provided background to the EQ4KIDZ program to support the researcher's knowledge and understanding of the program's mission, goals and implementation strategies.

The validity of the data was obtained by "member checking", presenting a transcription of each interview to the respective participant to ensure that the evidence was an accurate account of the responses. Interview questions were constructed to ensure consistency of information, while open-ended questions provided the opportunity for personal interpretations by the participants (Appendices 4,5,6,7,8). This strategy will enable the research process to be replicated to other context and participants.

3.7 Ethical Issues

Every care was taken to protect the subjects in the research study from physical and psychological harm. The purpose of the study was made known to the participants and their right to withdraw from the research without penalty or prejudice was explained and upheld at all times. Confidentiality of identity was insured by the use of letters and numbers assigned to the data collected, transcription and analysis. Written permission was gained from all those willing to participate (teachers, parents, children) in the interviews including the audio taping of interviews and for the thesis publication of the provided data (Appendix 2). Transcriptions of the interviews were given to each participant for verification of accuracy of the content. Application for the approval of Research Level A Ethics clearance was submitted to Curtin University, through the appropriate process and permission was granted.

3.8 Facilities and Resources

All interview questions were developed using computer hardware and software. Contact was made with the participants through face to face communication, telephone and

electronic mechanisms. Interviews were recorded with participants' permission using an audio recording device and transcriptions recorded on computer software. The researcher had personal and university access to the appropriate facilities and resources needed to successfully complete the study. Access to the EQ4KIDZ centre was the responsibility of the researcher, together with the provision of items which included transport, computer, recorder, telephone, fax, photocopying and secretarial services.

3.9 Data Storage

The data that were generated throughout this research study were recorded using tape recordings, researcher's notes and interview responses. In accordance with university guidelines, all data from the research study will be stored, securely, by the researcher for five years from the date of completion of the thesis. After five years all material will be destroyed. The confidentiality of the participants has been protected by maintaining anonymity and coding of all gathered data.

3.10 Summary

The research methodology for this study used the qualitative framework of ethnography. The researcher believed this approach would provide a rich source of information for analysing whether the EQ4KIDZ program did in fact develop emotional intelligence in children. Data were collected using observations and structured interviews. Using both of these methods provided a triangulation of information that is then deemed to be reliable and valid. Using an inductive analysis, key responses were grouped with common themes emerging. The findings from this study are presented in the following chapter.

Chapter 4

<u>Results</u>

4.0 <u>Introduction</u>

Chapter 4 presents the results of the ethnographic research study. The data collected from interviews and observations were analysed by comparing answers and identifying key themes from the responses gained from the interview questions and supported by extensive field notes documented by the researcher. A descriptive commentary of the responses by the participants is also provided. This chapter endeavours to answer the research question: *Can emotional intelligence be developed in children?* This was guided by three supporting questions to ensure accurate data collection and analysis.

- Is the EQ4KIDZ program an effective tool for the development of emotional intelligence in children?
- Can the students apply the emotional intelligence strategies learned in the EQ4KIDZ program to their learning experiences at school?
- How can strategies for teaching emotional intelligence be incorporated into the Western Australian primary school curriculum?

The interview questions were specifically structured for three participant groups:

- Parents: P1, P2, P3, P4 and P5
- Teachers: T1, T2, T3, T4 and T5.
- Children: C1, C2, C3, C4 and C5.

The responses to these questions are presented by each participant, using transcriptions, descriptive narratives and observations. Field notes of observations of the children during the EQ4KIDZ program are also presented. A summary concludes the chapter that draws together the key themes from the responses and observations.

4.1 Parent Participants

In this research project each parent participant was the parent of each participating child who took part in the EQ4KIDZ program. These parents are coded as P1, P2, P3, P4 and P5. Parents were interviewed before commencement of the EQ4KIDZ program to ascertain their knowledge of the program and the reasons for their children's participation in the program. To gather this information the following questions were asked:

1. How were you informed about the EQ4KIDZ program?
2. What do you know about the program?
3. Why did you choose the program for your child?
4. What expectations do you have of the program?
5. Does your child want to participate in the program?

PART A: Parent Participant Responses Before Commencement of the EQ4KIDZ Program

Question 1. How were you informed about the EQ4KIDZ program?

4.1.1 Parent 1
Parent 1(P1) had "been recommended the program by the author Victoria Carlton of EQ4KIDZ". P1's child had been attending an out- of- school learning centre for the past term to improve literacy and numeracy skills. This session was conducted by the author of EQ4KIDZ. P1 had spoken to Carlton about her "child's anger problems" at home and especially his angry fights with his father. Carlton suggested the EQ4KIDZ program because she believed it would help P1's child (C1) with anger issues and assist with developing a more positive relationship with his father.

4.1.2 Parent 2
Parent 2(P2) stated that her "neighbour saw the program advertised on television" and thought it "might be of benefit for Child 2". P2 explained that her child was finding life quite difficult and was not very cooperative at home or at school. P2 explained that she had then searched for the program on the internet after the neighbour's recommendation and on examination of the precis thought that it would benefit her child. P2 also believed that the program might also have a spin- off benefit for her neighbours as "C2 seemed to enjoy upsetting the neighbours" by riding his skateboard over their flower beds and using verbal abuse whenever he saw them. P2 also believed that by attending the EQ4KIDZ program the benefits for C2 would impact on his general attitude at school.

4.1.3 Parent 3

The program was recommended to Parent 3 (P3) by her child's primary school class teacher. Child 3's (C3) class teacher told the parent that her child needed help because of his continuous "negative emotional and physical behaviour at school". The teacher had heard about the program from a colleague at another school who had seen positive results by children in her class who had attended the EQ4KIDZ program.

4.1.4 Parent 4

Parent 4(P4) was "recommended the program by a parent of a child at the school" who had already completed the course. P4 had recently moved into this new suburb and expressed concern to the parent who recommended the program, that her child was having difficulty making friends at her new school and was generally unhappy. P4 was pleased to know that there was an available program that could "help her child gain self confidence".

4.1.5 Parent 5

Parent 5 (P5) heard about the program by "word of mouth" and thought it might be advantageous for his child. P5 stated that children needed extra help to become "winners in life". He wanted his child to have the best that they could afford "because that was an essential criteria of good parenting".

4.1.6 All participating parents had heard about and been recommended the program from other people. Four of these parents had concerns about their child's emotional development while two teachers recommended the program because of the concerns about anger outbursts expressed by the children in their classes. This information is summarized in Table 4.1.

Table 4.1 Summary of Parent Responses to Question 1.

Parent	Parent heard about the program from other people.	EQ4KIDZ program recommended by other people to help child.	Parent had specific concerns about child's emotional development.	Teacher recommends program to parent.
1	✔	✔	✔	✔
2	✔	✔	✔	
3	✔	✔	✔	✔
4	✔	✔	✔	
5	✔	✔		

Question 2. What do you know about the program?

4.1.7 Parent 1
Parent 1 stated that the program was an "emotional intelligence course that endeavoured to develop self confidence in children". She thought that children with emotional problems and "anger issues" would learn how to communicate more effectively with other people. P1 was also happy that the program was conducted by the teacher at the centre where her child attends after school tutoring sessions.

4.1.8 Parent 2

Parent 2 stated that the program was about "helping children with emotional development and especially dealing with everyday life and school situations". She thought the program was written and run by a highly experienced teacher who had taught the program overseas as well as locally. P2 also knew the program was written to develop emotional intelligence in children and added that "an emotional intelligence course had been written for adults by the same teacher". She had gained this knowledge from reading a brochure given to her by the developer of the program.

4.1.9 Parent 3

Parent 3 stated that she knew the "course was about developing children's emotional intelligence skills" and that it was conducted for one week from Monday to Friday each morning for two hours during the school holiday break. P3 also added that the program would only have a maximum of 12 children attending, all nine to eleven years of age for each session.

4.1.10 Parent 4

Parent 4 thought the program was about "emotional intelligence development using skill development strategies". She also commented that she thought the "program was developed to help children understand their emotions and how to express them". P4 was told that the program taught practical skills for dealing with emotions and communicating with other people so she thought that the program would help her child deal with her emotions more effectively than was currently being displayed.

4.1.11 Parent 5

Parent 5 stated the program was "about learning emotional intelligence skills". He believed developing "emotional intelligence skills would help his child with her social, emotional and academic development". P5 knew the program was written specifically for children and had heard there was also an available emotional intelligence program for adults. He knew that the program was written and taught by a teacher in Perth.

4.1.12 All parents chose the program because it focused on emotional intelligence and that they wanted their children to learn specific skills to assist them emotionally. All parents knew a teacher from Perth wrote the program and four parents stated the program taught emotional intelligence skills. One parent believed developing emotional intelligence would assist children socially but also academically (see Table 4.2).

Table 4.2 Summary of Parent Responses to Question 2.

Parent	Parent chose program because it focused on emotional intelligence.	Parent stated program taught emotional intelligence skills.	Parent wanted child to learn skills to assist emotionally.	Parent believed developed EI would assist child socially and academically.	Parent knew a teacher from Perth wrote the program
1	✓		✓		✓
2	✓	✓	✓		✓
3	✓	✓	✓		✓
4	✓	✓	✓		✓
5	✓	✓	✓	✓	✓

Question 3. Why did you choose the program?

4.1.14   Parent 1
Parent 1 chose the program for her child (C1) because she thought that C1 "was too harsh on himself". C1 was becoming too frustrated over relatively unimportant situations and the parent "wanted him to learn strategies to handle emotional situations better". She definitely wanted her "child to learn anger management skills" so that he could develop a happier relationship with his father. P1 said that she felt confident the program would assist her child in the development of emotional intelligence skills because the "program writer had assisted her child previously in literacy and numeracy advancement".

4.1.15   Parent 2
Parent 2 thought the course might assist her child (C2) who had been diagnosed as potentially gifted but had difficulty coping emotionally with peers and some adults. She stated that C2 "was a lovely child but could be verbally and physically aggressive when upset". P2 expressed concern that her "child's school found C2 difficult because of his verbal and aggressive behaviour" both in class and the school playground. She strongly believed that if her child learned from the program how to "express his emotions in a more positive way, he would be a happier person".

4.1.16   Parent 3
Parent 3 chose the program because she wanted her child (C3) to develop emotional intelligence skills "to help C3 develop friendships that currently he found very difficult". P3 also stated that she hoped that the program "would help C3 academically because the child's emotions seemed to be hindering his learning at school". As C3 also had verbal fights at home with his sister, P3 chose the program so that C3 could "learn skills to improve his relationship with his sister".

4.1.17 Parent 4

Parent 4 chose the program because she wanted "to increase her child's self esteem". C4 was now attending a "new school and had not made any friends yet". She was also "frightened of the class teacher" and her parent wanted her to "develop skills to become a risk taker".

4.1.18 Parent 5

Parent 5 wanted the "best experiences that a parent could provide to assist their child to achieve well in the coming school year and this program sounded as if it would accomplish this". Parent 5 said that the program would also assist his child to develop better mechanisms for expressing her emotions instead of "shouting and stamping around the house".

4.1.19 All parents had concerns about how their children expressed emotions. Parental concerns included: child's behavior at school, friendship development; and anger displays. Two parents also chose the program to enhance their children's academic achievement. These responses are summarized in Table 4.3.

Table 4.3 Summary of Parent Responses to Question 3.

Parent	Parent concerned how child expresses emotion.	Parent concerned about child's behaviour at school.	Parent wants program to teach child how to develop friendships.	Parent chose program because child had unprovoked anger outbursts.	Program chosen for academic achievement.
1	✔			✔	
2	✔	✔		✔	
3	✔	✔	✔	✔	✔
4	✔	✔	✔		
5	✔				✔

Question 4. What expectations do you have of the program?

4.1.21. Parent 1

Parent 1 expected the program to assist her child to appropriately deal with anger. Specifically, the parent wanted C1 to control "anger that usually seemed to impact on his ability to establish positive relationships with peers and adults". P1 also expected the program to "teach C1 skills that would not allow anger to prevent completion of set tasks", that in turn limited academic achievement.

4.1.22 Parent 2
Parent 2 expected the program would help C2 learn about emotional intelligence for his own benefit. "C2 sometimes had difficulty expressing emotions in a positive way." P2 was hoping that this program might provide the specific skills to assist C2 in this area of his development as he usually expressed anger verbally and by physically aggressive outbursts.

4.1.23 Parent 3
Parent 3 expected the program to assist emotional development in her child (C3). P3 believed "this program would provide practical skills for her child to use at school". These learned skills would "include dealing with bullies, getting on with other children and handling emotions well".

4.1.24 Parent 4
Parent 4 expected the program to teach the skills that "would assist her child (C4) gain more self confidence". P4 also hoped "the program would provide information on emotional intelligence development that would help C4 understand how emotions affect relationships" and thus also enhance the child's social development.

4.1.25 Parent 5
Parent 5 expected the program to be "a happy experience for his child (C5)". He also envisaged the program would "teach skills that would be beneficial for life that C5 could use both at school and outside school". P5 believed that participating in the program C5 would be able to apply learned emotional intelligence skills in her daily life.

4.1.26   All parents expected the program to teach EI skills as they all had concerns about their child's emotional behaviour. Some parents expected the program to help the child express anger appropriately,   to provide information about EI development and one parent hoped the program would develop EI in their child (see Table 4.4).

Table 4.4 Summary of Parent Responses to Question 4.

Parent	Parent expected program to explicitly teach emotional intelligence skills.	Parent specified emotional behaviour concerns about child.	Parent expected program to help child express anger appropriately.	Parent expected program to provide general information about emotional intelligence development.	Parent hoped the program would develop emotional intelligence in child.
1	✔	✔	✔		
2	✔	✔	✔	✔	
3	✔	✔			✔
4	✔	✔		✔	
5	✔	✔			

Question 5. Does your child want to participate in the program?

4.1.27   Parent 1
Parent 1 stated that C1 "was eager to participate in the program because he wanted to learn all the ways to stop getting so angry with his Dad". P1 thought C1 would also like attending the program, as the children attending were a similar age to her son. She said her son "liked learning and meeting new people".

4.1.28   Parent 2
Parent 2 believed her son (C2) wanted to participate in the program and would willingly attend the sessions. She said that C2 "would find the program stimulating".

4.1.29   Parent 3
Parent 3 stated that C3 was "keen to take part in the program and was looking forward to meeting new children". She believed C3 wanted to participate in the program because he wanted to learn how to communicate appropriately with people.

4.1.30   Parent 4
Parent 4 stated C4 "really wanted to attend the program as she wanted to   make friends at her new school". She also stated that C4 thought the program would help her develop her confidence.

4.1.31 Parent 5
Parent 5 thought C5 was interested in attending the program because C5 "liked learning new things and meeting people". P5 also stated that by attending the program it would be a positive activity for her during the school holiday break.

4.1.32 Both P2 and P5 believed their children wanted to attend the program whereas the other parents had initially discussed the program with their children and provided information about why the child wanted to attend. These responses are summarized in Table 4.5.

Table 4.5 Summary of Parent Responses to Question 5.

Parent	Parent stated reasons why child wanted to participate in the program	Parent thought child wanted to participate in the program but had obviously not discussed the possibility of taking part in the EQ4KIDZ with child.
1	✔	
2		✔
3	✔	
4	✔	
5		✔

4.2 Teacher Participants

To ascertain how the children participating in EQ4KIDZ communicated their emotions at school, five classroom teachers, each from different primary schools in the Perth metropolitan area were given the same question before the children took part in the program.

Each teacher, was the class teacher of a child who participated in the EQ4KIDZ program. These teachers are coded as T1, T2, T3, T4 and T5.

How does the student communicate emotions in the classroom and in the playground?

Teacher Responses

4.2.1 Teacher 1
T1 reported that "C1 had never shown a lot of emotion in class". He was seldom provoked. C1 was usually very calm in all classroom situations but was often talkative. "He generally communicated positively with peers but sometimes during team games could become verbally angry with his team members."

4.2.2 Teacher 2
T2 stated that on arrival at the primary school all of "C2's responses were angry in nature and often tended to end in physical conflict". With close monitoring the child's violence reduced and his responses became more introverted. "C2 tended then to sulk and withdraw from activities in an attention seeking way". Sometimes these "withdrawals followed an explosive exit" from the activities taking place in the classroom.

4.2.3 Teacher 3
T3 said that "C3 would cry if any negative words were said to him by peers or staff" in any class activity. During these activities, "C3 would also push students" if they got in his way. In the playground "C3 would sometimes become violent and hit other children".

4.2.4 Teacher 4
T4 reported that "C4 tended to become totally introverted when upset". She was quite negative in her general attitude and "believed she did not have friends". C4 also tended to frown a lot and was having "trouble communicating with both peers and teachers".

4.2.5 Teacher 5
T5 stated that "C5 has always been very demonstrative and open in showing emotions" or feelings both in the classroom and in the playground. "She tended to shout at others and sulkily retreat from the group when having difficulty communicating with peers." C5 would often try to "avoid learning new tasks" by asking to go to the toilet or asking to help the teacher.

4.2.6 From these interviews it was noted that three students verbally or physically communicate emotions inappropriately. One student becomes introverted when upset and

another student uses avoidance strategies when challenged by new learning situations (summarised in Table 4.6).

Table 4.6 Summary of Teachers Responses to Question.

Teacher	Student expresses verbal emotion inappropriately when upset.	Student physically aggressive in classroom and playground.	Student becomes totally introverted when upset.	Student abusive during team games.	Student uses avoidance strategies in new learning situations in the classroom.
1				✔	
2	✔	✔			
3	✔	✔			
4			✔		
5	✔				✔

POST PARTICIPATION IN EQ4KIDZ.

Parent Participant Questions After Completion of EQ4KIDZ Program

The parents were again interviewed when the children had completed the EQ4KIDZ program.

To ascertain their post-program opinions the following questions were posed:

1. Were your expectations met? If so how? If not, why?

2. Have you observed strategies learned by your child displayed in other contexts after participating in the program?

3. What specific strategies has your child gained and how are they applied in his/her everyday life?

4. How has the EQ4KIDZ program benefited/ not benefited your child?

5. Would you recommend EQ4KIDZ to other people? If yes, to whom? If no, why not?

4.3. Parent Responses

Question 1.   Were your expectations met? If so how? If not, why?

4.3.1 Parent 1

P1 said she "considered her expectations were not met" mainly because she felt the "information provided to parents was very limited" especially information on the "subject of anger and what triggers an angry response". However, P1 did agree that the "strategies Child 1 had learned during the program were very effective especially dealing with his anger issues".

4.3.2 Parent 2
P2 believed that her "expectations were met because she had attended the *Emotional Intelligence for Families* information night" before Child 2 commenced the EQ4KIDZ course. P2 further contended that "C2 had learned emotional intelligence strategies while attending the program as he had stopped harassing their neighbours" and was now not verbally abusive towards them. C2 had also stopped riding his skateboard over the neighbours' flower beds.

4.3.3.   Parent 3
P3 thought the "program was great and certainly met her expectations". Her child was now much happier after attending the program and "C3 believed he now had friends". P3 said she had been well informed before the commencement of the program and was delighted her child had learned strategies to assist him to develop friendships.

4.3.4   Parent 4
P4 stated that "her expectations of the course had been met as C4 appeared more confident". However she "believed the course should be on-going" for continued development and consolidation of emotional intelligence skills.

4.3.5   Parent 5
P5 thought the course met the expectations that it was promoted to do and stated "C5 showed more determination and effort now in her school work".

4.3.6 All parents basically agreed the program met their expectations because the children were able to demonstrate learned skills. One parent however thought she needed more information on the subject of anger and another parent believed the program needed to be continuous to ensure further development of emotional intelligence skills.These comments are summarized in Table 4.7.

Table 4.7 Summary of Parent Responses to Question 1

Parent	Program expectations met because child demonstrated learned strategies.	Program needed more Parent information on the subject of anger.	Program needed to be continuous for further emotional intelligence skill development.
1	✔	✔	
2	✔		
3	✔		
4	✔		✔
5	✔		

Question 2.   Have you observed strategies learned by your child displayed in other contexts after participating in the program?

4.3.7 Parent 1

P1 stated "C1 is now attempting to calm down or will go to his bedroom when angry instead of exploding at us". She also asserted that "C1 will now apologize when needed". He also seems to be listening, smiling and will seek directions when he is asked to assist with household duties.

4.3.8 Parent 2

P2 believed C2 had learned many useful strategies during the course and in particular had stopped verbally harassing the neighbours. He seemed to be smiling at and listening to the neighbours now. C2 has also stopped deliberately riding his skateboard on the neighbours' flowers. However, P2 also stated that "unfortunately, C2 was still verbally and sometimes physically aggressive at school and at home".

4.3.9 Parent 3

P3 commented that "C3 was smiling and looking at people when listening and speaking". He was initiating conversations with both adults and peers. C3 was "listening and carrying out instructions" at home and in class at school.   He was now "waiting to take a turn" when playing games instead of pushing in. C3 was also asking questions for information both at home and at school instead of crying, *"I can't do this!"*

4.3.10 Parent 4

P4 stated that "Although C4 still has self confidence issues, I believe the program helped her cope better at a new school". C4 was not so frightened of the teacher, so was now learning more and was making friends". P4 had also observed that C4 was smiling more often,

asking questions, expressing her own opinions, looking and smiling at the person she was talking to and joining groups in social situations.

4.3.11 Parent 5

P5 asserted that C5 was much less moody. She seemed more confident and would attempt new experiences more readily. P5 further observed C5 to be more talkative and relaxed when expressing emotions instead of aggressive and shouting.

4.3.12 All parents had observed many new self-control and positive interaction strategies demonstrated by their children. These included: smiling, listening and making eye contact when communicating, appropriate verbalizing of emotions, asking questions for learning and even risk taking (see Table 4.8).

Table 4.8 Summary of Parent Responses to Question 2.

Parent	Child demonstrates strategies learned on program.	Child smiling, listening and making eye contact when communicating.	Child verbalizing emotion appropriately.	Child observing and asking questions for learning.	Child attempting new experiences.
1	✔	✔	✔	✔	
2	✔	✔	With neighbours only		
3	✔	✔	✔	✔	✔
4	✔	✔	✔	✔	✔
5	✔	✔	✔	✔	✔

Question 3. What specific strategies has your child gained and how are they applied in his/her everyday life?

4.3.13 Parent 1

P1 reported "C1 would take three big breaths" before replying pleasantly to a request made by his father. This would previously have provoked an explosive verbal reaction by C1. He is "smiling and communicating more with his father". C1 is "not shouting" at home and when he does appear to be "getting angry is now walking away and going to his room to calm down".

4.3.14 Parent 2

P2 stated that "Child 2 had stopped verbally harassing the neighbours," and she believed "C2 was applying a learned strategy from the program that helped him get along with

people even those who he may not like". P2 also thought C2 had learned to "control his anger towards the neighbours" as he had stopped skateboarding over their flowers.

4.3.15 Parent 3

C3 now "stops and thinks before jumping into situations that normally would have ended up causing tears both at home and at school". He is "listening more carefully to instructions at school" and seems to be applying himself more confidently to his school work. Since completing the program "C3 has not been sent to time out at school" where previously this was a regular occurrence. "He is also much calmer at home and is not fighting so much with his sister."

4.3.16 Parent 4

P4 thought C4 was using "learned strategies from the program when making friends". She had observed her daughter walk over to a group of children smile at them and stand next to them. C4 watched and listened and then joined in with what they were doing whereas before the program, she would not even attempt to join any new group situation. She was also using a stop hand sign and voicing "Stop, I am not listening to what you are saying" and would walk away when she feels she is being bullied by peers or adults.

4.3.17 Parent 5

P5 had observed "C5 listening and talking more whereas before the program she would stamp, shout and walk off in anger to express emotion". C5 is also verbalizing "*I can do this*" - a positive affirmation when encountering new experiences.

4.3.18 All children were now demonstrating learned smiling and listening strategies for positive social interaction. C1 and C3 used calming strategies for dealing with anger while C4 used a stop hand sign when bullied. C3, 4 and 5 also used learned language strategies for successful academic outcomes. These strategies are summarized in table 4.9.

Table 4.9 Summary of Parent Responses to Question 3.

Parent	Child uses smiling and listening skills for positive social interaction.	Child uses breathing and calming strategies for dealing with anger.	Child uses stop sign strategy when bullied.	Child uses communication strategies for academic outcomes.	Child verbalizing affirmations for risk taking.
1	✔	✔			
2	✔				
3	✔	✔		✔	
4	✔		✔		✔
5	✔			✔	✔

Question 4.   How has the EQ4KIDZ program benefited/not benefited your child?

4.3.19 Parent 1
P1 "believed the program was beneficial because it gave C1 an understanding of strategies to recognize his emotions in a constructive way". C1 now communicates more positively with his father and appears to be a much happier person.

4.3.20 Parent 2
P2 stated "if Child 2 could attend the course regularly or learn strategies for dealing with emotions in a program at school, C2 and other children would have the opportunity to develop more emotional intelligence skills". P2 thought the EQ4KIDZ program would be "beneficial for all people including teachers, parents and children".

4.3.21 Parent 3
P 3 thought the program was beneficial because it "provided her child with all the practical skills to use for establishing friendships, getting along with people, handling emotions under stress and how to learn at school without letting emotions prevent him from learning".

4.3.22 Parent 4
P4 thought the program was "beneficial because Child 4 was given practical skills to assist her at school". These skills "learned from the program were assisting C4 to make friends, gave her confidence to ask questions in class so she was learning more and overall made her feel much happier".

4.3.23 Parent 5
P5 thought the course was "beneficial because it taught information about emotional intelligence and a variety of practical skills to apply when dealing with different people". P5 believed the "program should be repeated or ongoing" to remind C5 how to deal with emotions when interacting with people. The program was also beneficial because "C5 was a much happier and confident child now".

4.3.24 All parents observed positive behaviour changes and said the children were applying learned skills for dealing with emotions and interactions with people. Four parents said the program developed confidence and happiness while two parents suggested the program assisted academically and another two parents believed the program would be more beneficial if it was ongoing or repeated. Comments are summarized in Table 4.10.

Table 4.10 Summary of Parent Responses to Question 4.

Parent	Parent observed positive behavior change in the way child expressed emotions and interacted with people.	Program taught sound practical skills for dealing with emotions and people.	Program would be more beneficial if it was repeated or ongoing either in a school curriculum or after school setting.	Program benefited child academically.	Program develops child confidence and happiness.
1	✓	✓			✓
2	✓	✓	✓		
3	✓	✓		✓	✓
4	✓	✓		✓	✓
5	✓	✓	✓		✓

Question 5.   Would you   recommend   EQ4KIDZ to other people? If yes, to whom? If no, why not?

4.3.25 All parents would recommend the program to either, children, other parents, teachers, families or anyone interested in helping their children cope with life (see Table 4.12).

Table 4.11 Summary of Parents Responses to Question 5.

Parent	Parent would recommend EQ4KIDZ to children.	Parent would recommend EQ4KIDZ to other parents.	Parent would recommend EQ4KIDZ to teachers.	Parent would recommend EQ4KIDZ for families.	Parent would recommend EQ4KIDZ to anyone interested in helping their child cope with life.
1	✓	✓			
2		✓	✓	✓	
3			✓		✓
4	✓			✓	
5		✓			

4.4. Teacher Participant responses after completion of EQ4KIDZ Program

To ascertain whether children could actually apply learned emotional intelligence strategies from the EQ4KIDZ program in a school setting, the teacher participants were interviewed post completion of the program. To gather this information the following questions were asked:

1. What changes in the way the student communicates emotions and generally behaves have you observed since completion of the program?
2. Have you observed any academic changes/improvement in the student since completion of the program?
3. Is there sufficient evidence of positive change for you to consider that introduction of a similar program would benefit other students in a school situation?

Question 1. What changes in the way the student communicates emotions and generally behaves have you observed since completion of the program?

4.4.1 Four students communicate emotions now appropriately, appear more confident, contribute to class discussions and are showing signs of happiness by smiling more at school. Two students have ceased verbal and physical aggression displays and two students have shown no change in the way they communicate emotions. Summary of Teachers' responses are noted in Table 4.13.

Table 4.12 Summary of Teachers Responses to Question 1.

Teacher	No change in the way the student communicates emotions.	Student communicates emotions appropriately at school.	Student displays of verbal or physical aggression has ceased.	Student appears more confident and is contributing to class discussions.	Student showing signs of happiness by smiling more at school.
1	✔	✔		✔	✔
2	✔				
3		✔	✔	✔	✔
4		✔		✔	✔
5		✔	✔	✔	✔

Question 2. Have you observed any academic improvement in the student since completion of the program?

4.4.2 Teacher 1
Child 1 had "academically improved in all learning areas". C1 was less talkative in class and concentrated more on "learning and achieving in literacy and numeracy" than before attending the program. C1 was now contributing to class discussions and taking a more active part in leadership roles.

4.4.3 Teacher 2
Teacher 2 stated "Child 2 academically is showing very little output and while he is verbally a very bright student and excelled in the PEAC (Pupil Enriching Academic Course) talent Program, C2 is doing very little work in class". T2 also stated that "in C2's case there doesn't appear to be evidence of any change".

4.4.4 Teacher 3
Teacher 3 reported that Child 3 is concentrating much better on his work in class. "He would now complete tasks in class without getting frustrated." C3 now raises his hand for assistance with a task he is finding difficult instead of crying out *"I can't do this"* and giving up. C3 is now contributing regularly to class discussions.

4.4.5. Teacher 4
Teacher 4 believed Child 4's academic advancement was a combination of class teaching and the program skills learned. T4 reported the program definitely had a positive impact on C4, stating "C4 is much more of a " half full " than a "half empty" sort of person now although at times, C4 can slip back into her old patterns".

4.4.6 Teacher 5
Teacher 5 reported Child 5 has improved her confidence in mathematics and this confidence is helping her to achieve more satisfactory results. In Literacy, C5 already had a good imagination for story writing and was confident in oral language before the program. T5 reported in terms of emotional response to situations, she believes that C5 has a *" I can"* attitude now to mathematics which was not there before the program.

4.4.7 After completion of the EQ4KIDZ Program four students have academically improved and have a more positive attitude to school work and improved academic achievement is clearly demonstrated (refer to Table 4.13).

Table 4.13 Summary of Teacher Responses to Question Two.

Teacher	Student academically improves after completion of the program.	No academic improvement after completion of the program by student.	Positive change in attitude towards school work by student.
1	✓		✓
2		✓	
3	✓		✓
4	✓		✓
5	✓		✓

Question 3. Is there sufficient evidence of positive change for you to consider that introduction of a similar program would benefit other students in a school situation?

4.4.8 All teachers believed the program would be beneficial for all students and would like the EQ4KIDZ program, or similar, incorporated into a school curriculum. Four teachers observed academic positive change and three teachers observed emotional positive change in students. These responses are summarized in Table 4.14.

Table 4.14 Summary of Teachers Responses to Question 3.

Teacher	Teacher observed positive change academically in student.	Teacher observed positive emotional change in student.	Teacher believes there is not enough evidence for social and emotional positive change by student.	Teacher believes the program would be beneficial for all students	Teacher wants the EQ4KIDZ program or similar incorporated into a school curriculum.
1	✓		✓	✓	✓
2			✓	✓	✓
3	✓	✓		✓	✓
4	✓	✓		✓	✓
5	✓	✓		✓	✓

4.5. **Children Participants**

The five children who took part in the EQ4KIDZ program were interviewed post completion of the program by the researcher. These children coded C1, C2, C3, C4 and C5 were asked the following questions to gather essential data to enable the researcher to ascertain the effectiveness of the program according to the children's perspectives.

Questions for children post - completion of the program

1. What do you think you learned from the program?
2. How do you think you can apply these strategies you learned in the program into all parts of your life?
3. Do you feel EQ4KIDZ has helped you or has not helped you in any way?
4. What would you say about EQ4KIDZ to other students?
5. Would EQ4KIDZ program be helpful to students if it was taught in school? Why do you believe this?

The responses to all questions are recorded exactly as each child responded.

Question 1. What do you think you learned from the program?

4.5.1 Child 1
How to deal with my feelings and how to work with my father.

4.5.2 Child 2
What to do and say when people upset me especially bullies.

4.5.3. Child 3
Not to cry and hit when kids upset or bully me. Listen to directions in class. Speak to kids and smile. Join in with work and stuff at school. Be kind.

4.5.4 Child 4
A bit of confidence and how to stand up to bullies.

4.5.5 Child 5
How to express my emotions in a good way and think I can do it even if it is hard.

4.5.6 Four children believed the program assisted self confidence development and taught strategies for handling bullies. One child reported the program taught strategies to help with anger problems. These responses are summarized in Table 4.15.

Table 4.15 Summary of Child Responses to Question 1.

Child	Child reported the program taught strategies to help with anger problems.	Child articulated the program assisted the development of self confidence.	Child stated the program taught strategies for handling bullies.
1	✓	✓	✓
2			✓
3		✓	✓
4		✓	✓
5		✓	

Question 2.   How   do you think you can apply these strategies you learned in the program into all parts of your life?

4.5.7   Child 1
Usually it's all that bad bubbling over. Now I don't! I go to the crystal dome and nothing can get to me. I keep nice things inside me and let the anger stuff stay out.

4.5.8   Child 2
Not let emotions build up and speak what I am thinking. I could do this at school and at home.

4.5.9   Child 3
At school I can listen to the teacher and do what I am supposed to do. I can try to get along with the kids at school and listen more instead of jumping in and upsetting everyone. When I want to play with other kids I can ask or follow what they are doing. I can stop fighting with my sister and share more.

4.5.10 Child 4
Tell them, they're not being very nice. Don't look down otherwise they think you're a coward. Don't like "stop-hand". They think you're stupid.

4.5.11 Child 5
I can do maths if I try and listen and ask questions. I can walk away from bullies or talk looking at them. I can get along with people by smiling and talking, not shouting.

4.5.12 Summary of Child responses to Question 2
All respondents believed the strategies they learned on the course could be applied at school and at home. Child 1 now applies the learned strategies to assist him to calm down when angry. Child 2 knows how to verbalize emotions at home and school instead of letting emotions build up. Child 3 applies learned strategies for establishing friendships by listening and observing before entering a group situation, listening to instructions in class for better academic outcomes and also for an harmonious relationship with his sister. Child 4 and Child

5 are using learned strategies for handling bullies at school. C5 is also using learned strategies for enhancing her academic work as well for relationship building.

Question 3. Do you feel EQ4KIDZ has helped you or has not helped you in any way?

4.5.13 Child 1
Now I get along better with my father which helps me.

4.5.14 Child 2
I suppose the general idea is to feel good about feelings and to deal with them but I don't think I can do what the program wants me to do.

4.5.15 Child 3
It has helped me make friends. It has helped me get on more with my work at school. It has helped me to be happy.

4.5.16 Child 4
Helped me a lot and I don't cry or have wet eyes anymore.

4.5.17 Child 5
It has helped me in Maths because now I can do it. And I don't think I am shouting as much at home but you need to ask mum about that.

4.5.18 Four out of five children believed the program helped them to feel happier, developed self confidence and taught strategies to express emotions appropriately. Two children thought the program helped them academically and one child felt he could not implement learned strategies as set out in the EQ4KIDZ program (see Table 4.16).

Table 4.16 Summary of Child Responses to Question 3.

Child	Program helped child to feel happier	The program assisted self confidence development.	Academic achievement	Express and understand emotions for a positive outcome.	Child feels he cannot implement strategies learned from program.
1	✔	✔		✔	
2					✔
3	✔	✔	✔	✔	
4	✔	✔		✔	
5	✔	✔	✔	✔	

Question 4.   What would you say about EQ4KIDZ to other students?

4.5.19 Child 1
It's brilliant. If you have problems with family and any anger issues it will suit you quite well.

4.5.20 Child 2
The program is about dealing with emotions.

4.5.21 Child 3
Do it. It's fun and it helps you with your emotions.

4.5.22 Child 4
The program is about emotions and it is really good to build confidence especially for in class.

4.5.23 Child 5
EQ4KIDZ helps you learn that you can do anything that you want to learn and do and it helps you with your emotions.

4.5.24 Summary of Child Responses to Question 4
All of the children said the program was about dealing with emotions. C1 suggested the program was effective for dealing with anger issues while C4 and C5 thought the program was good for confidence building especially in class settings. C3 also stated that the course was fun and suggested others should do it. C2 stated the program was about dealing with emotions.

Question 5. Would EQ4KIDZ program be helpful to students if it was taught in school? Why do you believe this?

4.5.25 Child 1
It will be helpful for students who are being bullied and normal kids with anger issues.

4.5.26 Child 2
I think other kids would like the program because you can express yourself without being judged.

4.5.27 Child 3
I think everyone should do the course at school even the teachers because everyone gets upset and gets angry.

4.5.28 Child 4
Yes. It tells you how to have confidence and stand up and say what you believe is right.

4.5.29 Child 5

Yes, it helps you feel that you can try hard with new work at school. It makes sense.

4.5.30 All students thought the program would be useful for students all at school because it could help them with anger issues, confidence building and self expression. One child believed the program would also help teachers in the school because they also get upset and angry (see Table 4.17).

Table 4.17. Summary of Child Responses to Question 5.

Child	EQ4KIDZ would help students at school.	EQ4KIDZ Program would help teachers in schools.	Program helpful for dealing with anger issues.	Program recommended for confidence building.	Program helps develop self expression
1	✔		✔		
2	✔				✔
3	✔	✔	✔		
4	✔			✔	
5	✔			✔	

4.6. Data were also collected and analysed from the extensive observation notes on the five participant children (Child 1, 2, 3, 4, and 5) by the researcher attending the EQ4KIDZ program during each session of the EQ4KIDZ program.

The five EQ4KIDZ sessions were observed by the researcher as it was delivered over 5 mornings for two hours duration from 10 am to 12 noon on consecutive days during the January Western Australia school holiday break. The course is specifically designed to increase the levels of emotional intelligence in children by participating in the following five learning modules:

- Module One: Who am I?;
- Module Two: I am in charge;
- Module Three: I am me and you are you;
- Module Four: Assertiveness; and
- Module Five: Moving on, (Carlton 2007).

The program was being delivered in a converted old house that is leased to an afterschool tutoring business that provides programs for children of primary and high school ages. In the main room of the centre there are many bright children's paintings and posters

displayed on all available walls. Attractive teaching materials and books are situated on shelves and there is a large interactive whiteboard space dividing the centre of the room. A circle of 12 blue chairs with black movable side desk tops are in front of the screen with 12 brightly coloured cushions placed at the centre of the chair circle.

Observation Notes

4.6.1 Session Activities for Module One: Who am I?

Activity 1: Introduction. The children were asked to say their names and something about themselves.

Child 1: Clearly says his name and that he likes to eat ice cream and play football.

Child 2: Says, "pass" and ignores the teacher when he is encouraged to introduce himself.

Child 3: States his name and tells the group he likes fast cars and big trucks.

Child 4: Shyly says her name and looks down at her hands.

Child 5: Loudly says her name and that she hates maths and one particular person at her school.

Activity 2: Human Brain. The children were asked to write a sentence along the lines of a metaphor describing their brain. The sentence started with: My Brain is....

Child 1 writes: My Brain is a jungle with lots of loud animals.

Child 2: does not participate and sits on a chair with his arms folded and looks at the posters on an opposite wall.

Child 3 writes: My Brain is a moving truck that drives in circles.

Child 4 writes: My Brain is an open door waiting for many things to come in.

Child 5 writes: My Brain is a beautiful paddock with lots of galloping horses in it.

Activity 3: Feelings. The children were asked to score how happy they are feeling out of a score of 1-19. The higher the score, the happier the feeling.

Child 1: scores 10

Child 2: replies, "Actually, it is none of anyone's business".

Child 3: scores 9

Child 4: scores 5

Child 5: scores 19

Activity 4: Emotions. The children were asked to draw something that makes them happy and then something that makes them sad.

Child 1: Draws a happy picture about playing football and a sad picture of two angry faces. One angry face is his father and the other angry face is himself.

Child 2: Does not participate in the activity and pretends to be asleep on a chair.

Child 3: Draws himself riding in a truck with his Dad for what makes him happy. To describe something sad, C3 draws a circle of children with himself in the middle. C3 writes underneath the circle "when kids laugh and bully me that makes me sad".

Child 4: Draws a happy picture about riding a horse with a friend. For the sad picture, C4 draws about feeling alone with no friends.

Child 5: Draws a picture about owning a horse and riding the horse to school as a happy thought. C5 draws about how hard school work makes her feel sad.

Activity 5: Animal Totem. The children were asked to choose an animal that had characteristics that could then inspire them. For example; if they chose a lion they might try to be more courageous.

Child 1: Chooses a giraffe and explains that a giraffe is very tall and does not need to fight.

Child 2: States, "I have chosen to be a scary, poisonous snake". He did not provide any explanation for his choice.

Child 3: Explains that he has chosen a bear as they are big, strong, sleep a lot, eat honey but are really friendly underneath.

Child 4: Decides she wants to be a lion because she wants to develop courage.

Child 5: Chose a horse for her totem because horses can gallop and jump over dangerous heights.

Summary of Observations of Module One Activities.

- All children except for C2 participated in all of the module activities during the session.
- Activity 1: C2 did not introduce himself and C4 did not disclose any information about herself to the group.
- Activity 2: C1, 3 and 4 describe their brains in line with their personal concerns. C2 does not participate in the activity and C5 is interested in horses.
- Activity 3: All children except for C2 and C5 score under 11 for how happy they are feeling. C5 believes she is 19 and extremely happy whereas C2 tells the group it is none of their business how he feels.
- Activity 4: All children except C2 reveal their current concerns about what makes them feel sad. C1 is concerned about his fights with his father and C3, 4 and 5 have school related problems.
- Activity 5: C2 was the only child who chose a totem animal as a means of vengeance while the four other children chose animals as an example for positive development.

4.6.2 Session Activities for Module Two: I am in Charge.

Activity 1: Happy Message. The children were asked to contribute a happy message to the group-something positive that had happened to them in the last week.

Child 1: Recalled going home from the session yesterday and telling his dad that he chose a giraffe as a totem because of it being tall and not needing to fight. His dad thought that a giraffe was a great choice.

Child 2: States **"**that his mother let him have Kentucky Fried Chicken on the way home yesterday and he will also get to choose what he would like to eat today as a reward for coming to the course".

Child 3: Smiles and states that his dad came to visit last night and he got a turn to ride in the truck.

Child 4: Contributes that her mother met C5's mother after the session yesterday and discovered that they both lived in the same area, so C4 has been invited to visit during the holiday break.

Child 5: She recalls going to the beach after the session yesterday and having fun swimming and riding on her new surf mat.

Activity 2: Emotion-Feeling Chains. The children write their own example of the effect of thoughts on feelings and consequent actions.

Child 1: Writes, "I have a fight with Dad and arrive late to the footy game. The coach tells me off and I play angrily and not well".

Child 2: Writes, "I ride my skateboard on the neighbour's flowers. She gets really mad with me and I get to laugh".

Child 3: Writes, "I go to school and the teacher tells me off for not doing the work right and the kids laugh at me".

Child 4: Writes," When I am at school the teacher makes me feel frightened and because I do not have any friends I feel alone".

Child 5: Writes, "At school when I have to do hard work like maths I feel I can't do it. This makes me feel angry and then I shout at my friends even in the playground".

Activity 3: Positive Affirmations. The children are asked to state strong positive statements so that they can change their thoughts and actions.

Child 1: States, "If I feel angry I could think, I like being with my Dad".

Child 2: Says "I can feel angry and everyone will disappear".

Child 3: Contributes, "I can think, the kids at school like me".

Child 4: Suggests that when she feels scared she can think "don't be scared, I will be successful".

Child 5: Explains that "when I think the maths work is too hard I will now think *'yes, I can do it"*.

Activity 4: Artificial Smile: The children practise smiling to change to a positive mood.

Child 1: Practises smiling with children sitting either side of him.

Child 2: Does not participate but sits reading the posters on the wall.

Child 3: Practises smiling at C1 who is sitting beside him.

Child 4: Participates in the activity with C5 who is sitting next to her and laughs and giggles as well.

Child 5: Joins in the activity smiling at C4 and both children laugh and giggle a lot.

Activity 5: Hijacking of toxic emotions from other people. The children are asked to paint their visualisation of a protective covering when they are experiencing "hijacking".

Child 1: paints a crystal dome over himself.

Child 2: paints an extraordinary self portrait using many bright colours but then painted a big black box that covered the self portrait completely.

Child 3: paints a yellow tent under a green tree.

Child 4: paints a beautiful garden as the protective canopy.

Child 5: paints a pink bubble to illustrate floating above trouble situations. (This is the example drawn on the whiteboard by the teacher).

All children contributed happy messages, could write an emotion-feeling chain and painted a protection picture against toxic emotions although C2 clearly stated he enjoyed upsetting the neighbours for his own enjoyment. Four out of five children could demonstrate an artificial smile and state positive affirmations. These are summarised in Table 4.18.

Table 4.18 Summary of Observations on Module Two Activities.

Child	Children contribute happy messages to group.	Emotion-feeling chains. Children able to write example of the effect of thoughts on feelings and consequent actions.	Children state positive affirmations for thought and action change.	Artificial smile. Children practise smiling for a positive mood change.	Hijacking of toxic emotions. Child paints protective visualizations.
1	✔	✔	✔	✔	✔
2	✔	✔ However, deliberately upsets the neighbours for his own enjoyment.	Negative affirmation.	Does not participate.	✔
3	✔	✔	✔	✔	✔
4	✔	✔	✔	✔	✔
5	✔	✔	✔	✔	✔

4.6.3 Session Activities for Module Three: I am me and you are you.

Activity One: Freeze Frame. The children use puppets to role play "freezing" a stressful situation, to examine it and to turn it into a positive situation.

Child 1: Uses two puppets. One puppet says," You can't have a turn on my Nintendo". The second puppet walks off and pretends to play with another friend and has a lot of fun.

Child 2: Watches the children role play with puppets but does not participate.

Child 3: Role plays being laughed at by a child in the playground. C3 walks away and starts kicking a ball with another child in the playground who does not laugh at him.

Child 4: Uses a puppet who is watching other children playing at school. C4 verbalizes, "one day, I will be playing with those children".

Child 5: Two puppets are playing together and one puppet says" I don't like what you just said to me, go away". The other puppet walks away thinking, maybe I should not have said that as it was mean".

Activity 2: Anger Management. The children role play taught strategies for dispelling angry feelings.

Child 1: Enthusiastically volunteers and demonstrates the learned strategies to the whole group: These strategies are: counting to five, taking three big breaths and walking away for a few minutes. He then role plays the strategies with C3.

Child 2: Does not participate and leaves the room after shouting "kicking something" as an example of anger management. The teacher ignores him. C2 returns after four minutes and sits quietly on a chair looking at the posters on the wall.

Child 3: Chooses C1 as his partner to practise the learned strategies and swaps roles when needed.

Child 4: Is asked by C5 to be her partner. C4 happily role plays and demonstrates learned strategies with C5.

Child 5: Asks C4 to be her partner who agrees. She role models the person angry with C4 the respondent. They then swap roles as directed by the teacher.

Activity 3: Loneliness. The children are asked to list a minimum of three significant people who they could talk to when they feel unhappy.

Child 1: List includes: mum, grandma and a football friend.

Child 2: Ignores the teacher who tries to encourage him to participate. He keeps looking at the posters on the wall.

Child 3: Writes: dad, mum and sister.

Child 4: Lists: mother, father and grandmother.

Child 5: The first three people on her list are her father, teacher and best friend.

Activity 4: Personal Soothers to restore Equilibrium. The children are asked to identify personal soothers that they use when they feel "down."

Child 1: Volunteers that he kicks a football as a personal soother.

Child 2: Identifies his skateboard as his personal soother.

Child 3: States that he likes eating chocolate and watching a video when he feels down.

Child 4: Tells the group that listening to music is her personal soother.

Child 5: Likes to ride on a horse as her personal soother.

Activity 5. Uniqueness.   The children are asked to draw a self portrait and state what they like about themselves.

Child 1: Draws himself and states that he likes his hair.

Child 2: Does draw a self portrait and writes, "There is nothing I like about myself".

Child 3: Draws a self portrait and writes exactly what C1 wrote underneath his self portrait, "I like my hair".

Child 4: Draws herself and writes, "I like the way I look".

Child 5: Draws a head but has run out of time to finish the drawing. She quickly writes at the top of the page," I like my face".

All children except C2 demonstrated learned strategies that included: turning a negative situation into a positive one and strategies for anger management. They could list significant people they could talk to when they feel unhappy. All children named their personal soothers and four out of the five children could draw and write what they liked about themselves. C2 drew himself however wrote" There is nothing I like about myself". Responses to these activities are summarised in Table 4.19.

Table 4.19 Summary of Observations of Module Three Activities.

Child	Freeze Frame. Children demonstrate understanding of how to turn a negative situation into a positive.	Anger Management. Children are able to role model learned strategies.	Children list 3 significant people who they can talk to when they feel unhappy.	Children identify personal soothers they use when feeling down.	Children draw and write what they like about themselves.
1	✓	✓	✓	✓	✓
2	Does not participate but watches.	Used negative anger management strategies to try to gain teachers attention.	Does not participate in this activity.	✓	Draws but writes," There is nothing I like about myself".
3	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓

4.6.4 Session Activities for Module Four: Assertiveness.

Activity One: Assertiveness. The children role - play the difference between assertive and aggressive speech behaviour that can happen in a playground, class or in an afterschool situation.

Child 1: Chooses C3 as his partner. They take it in turns to be the bully and the person bullied and practise the difference between assertive and aggressive speech behaviour.

Child 2: Observes but does not participate in the activity.

Child 3: Role plays assertive and aggressive speech behaviour with C1. He finds it difficult to be the bully at first but soon joins into the spirit of the role.

Child 4: Is quite confident and firm as she practises being assertive with C5 who is pretending to be the bully. C4 speaks loudly and calls C5 unkind names when she acts as a bully.

Child 5: Tells C4 she is her partner for this activity. C5 chooses first to be the bully and plays this role with confidence. She has difficulty being assertive when C5 calls her unkind names and holds her breath for a while before shouting "shut up". The teacher immediately

intervenes and suggests that she might practise saying *" I will only listen to you when you can say kind things to me"* and is then advised to walk away from the bully. C5 practises this with C4.

Activity Two: Listening. The children chose a partner and one speaks on a topic of interest and the other listens. When the speaker has finished, the listener must acknowledge that they have listened to the person by saying "I listened to your story". They swap roles.

Child 1: Partners with C3 and talks about football. He then swaps the role and becomes the listener and affirms C3 that he has listened to his story by saying," I listened to your story".

Child 2: Continues sitting on his chair and does not participate in the activity.

Child 3: Listens to C1's story and tells him that he listened to his story about football. C3 tells C1 his story about driving his father's truck in the back paddock and getting it bogged. C1 affirms listening to his story and C3 then says, "Thanks for listening to my story".

Child 4: Volunteers to be the story teller with C5 as her partner. She tells a story about going to a farm with her family. When C5 does not respond the way the teacher had directed as the listener of the story, she tells her to say, "I listened to your story". C5 responds, "Yes". She repeats, "No, you have to say, I listened to your story". C5 does what she asks her to say. C4 then listens to C5's story and replies as directed by the teacher.

Child 5: Teams up with C4 and listens to her story. She goes to start to tell her own story when C4 insists she acknowledge listening to her story. C5 says, "yes". C4 insists she says the sentence the teacher had directed to say after listening to her story. C5 repeats what C4 reminds her to say. She then tells a very long story about horse riding. C4 replies appropriately. C5 smiles.

Activity Three: Emotional Literacy. Cut out magazine pictures of people are used for the children to recognise emotions and to write about how the person is feeling and why.

Child 1: Recognises the emotion of anger in a picture and writes, "The person is angry and feels inside like he wants to explode because he does not like what is happening".

Child 2: Picks up a picture and calls out *"that person has just killed someone and looks angry".* The teacher acknowledges his answer and asks him to look for a picture depicting the emotion of feeling happy. C2 walks back and sits down on his chair and does not participate in the rest of the session's activities.

Child 3: Chooses a picture showing a person smiling. He writes, "the boy feels happy because he has been playing with a friend".

Child 4: Identifies the emotion of sadness. She writes," the girl is crying and feeling sad because her doll is broken".

Child 5: Chooses a picture of a person looking happy. C5 writes," this person is feeling happy because she has been having fun riding her horse.

Activity Four: Acting in a friendly manner to break into a group at school. The children role- play using a puppet to demonstrate learned strategies.

Child 1: Uses a dog puppet to act out smiling, taking turns, learning to wait and coping with rejection.

Child 2: Does not participate and pretends to be asleep on his chair.

Child 3: Smiles at the bear puppet as he practises taking turns, waiting for a turn and then demonstrates how to cope with rejection.

Child 4: Picks up a snail puppet and practises being friendly as well as strategies for breaking into groups. She is quite absorbed in this activity and enthusiastically practises the phrases with the puppet.

Child 5: Chooses a horse puppet and practises the strategies the teacher has taught the group on how to be friendly for breaking into a group. C5 practises smiling, to wait, to take a turn and coping with rejection.

Activity Five: Dealing with Bullies. The children role- play practical strategies for dealing with bullies. The strategies are: Look the bullies directly in the eyes and politely ask them to stop. (A stop hand sign also can be used here), then walk away Don't Run!. Tell someone and if they do not do anything to help tell someone else.

Child 1: Joins in with other children in the group and practises learned strategies.

Child 2. Does not participate in this activity and continues to sit on his chair.

Child 3: Teams up with other children in the group and practises through role–play the strategies for dealing with bullies.

Child 4: Role–plays the strategies with children in the group and practises the stop hand sign strategy repeatedly.

Child 5: Practises the strategies for dealing with bullies during the role- play activity.

All children except C2 demonstrate learned strategies for assertiveness, listening, joining a group situation and dealing with bullies. All children identified emotions depicted in pictures (Table 4.20).

Table 4.20 Summary of Observations for Module Four Activities.

Child	Assertiveness. Children demonstrate learned assertive and aggressive speech behaviour.	Listening. Children acknowledge listening to partner.	Emotional Literacy. Children recognise emotions.	Children demonstrate learned friendly strategies for joining a group of children at school.	Children role-model strategies for dealing with bullies.
1	✔	✔	✔	✔	✔
2			✔		
3	✔	✔	✔	✔	✔
4	✔	✔	✔	✔	✔
5	✔	✔	✔	✔	✔

4.6.5 Session Activities for Module Five. Moving on.

Activity One: Identifying and Overcoming Obstacles. The children are asked to identify what they want to do that they are not already doing. The children use mirrors to look into and then make verbal affirmations.

Child 1: States looking in the mirror," I am a great footballer who will play for the Dockers". He repeats this three times. He then states," When I am angry I will speak calmly". Again he repeats the affirmation three times whilst looking in the mirror. He finishes saying three times while looking in the mirror, "I can do all school work well".

Child 2: Picks up a mirror and looks at himself during this activity but does not verbalize affirmations.

Child 3: Takes a mirror and verbalizes three times, "I can finish my school work". He then waits, looks in the mirror before repeating three times, "I can have lots of friends".

Child 4: Holds the mirror up to her face and says "I can speak what I am thinking". She repeats this twice more. She looks in the mirror again and states," I will have lots of friends". She

repeats this twice more. C4 makes another affirmation repeating three times, " I am not frightened of teachers".

Child 5: Looks in a mirror and pokes her tongue out. She pulls faces and laughs at herself. The teacher suggests that she is to practise the affirmation statements while looking in the mirror. C5 then says," I am beautiful" and then laughs. She repeats this statement three times looking in the mirror, then adds "Maths is easy to do". She pokes her tongue out looking in the mirror as she returns it to the mirror box.

Activity Two: Strengths and Achievements. The children are asked to write or draw their strengths and achievements on a piece of large white paper.

Child 1: Draws a line down the middle of the paper and writes the assigned titles: Under Strengths he writes: football, maths, reading, writing, computer games and running. On the other side of the paper Achievements, he writes: football trophy, maths award, book award and sport medal.

Child 2: Takes a sheet of paper and writes a capital S on the left side and a capital A on the right side of the paper. Under the S he writes, skateboarding, reading, farting and under the A he writes skateboarding, reading books and loud farts.

Child 3: Looks at how C1 has drawn up his page and copies this format. On the Strengths side he lists, driving, swimming, drawing and fixing things. On the Achievements side of the paper he writes: can drive a truck, fixed part of an engine and can read.

Child 4: Draws up own Strengths and Achievements activity sheet and writes on the strengths side: reading, numbers, writing stories, drawing and netball. On the achievement side she writes: netball trophy, book award and merit certificate.

Child 5: Draws up the activity sheet and lists under the Strengths: reading, writing, painting, singing, horse riding and swimming. Under the Achievements she lists: painting a picture for the Royal Show, my story in the school magazine, singing at the Perth Concert Hall, medals for horse riding and swimming.

Activity Three: Signposts for Success. The children are handed a sheet of paper that is divided into three sections. One section has a picture of three goal posts, the next section has a picture of a goal post with three empty signs and the last section has a picture of two eyes on a goal post. The children are instructed to think about three goals that they want to achieve and write each one under a goal post. They then are instructed to think about how they can achieve the goals and write this in the empty signs and then on the eye goal post reflect on how to measure their success.

Child 1: Writes under the first section which has three goal posts: team player in the Dockers, getting on with Dad and the third goal is doing well at school. On the how to achieve the goals section he writes: practising footy skills, on the second empty sign he writes listening, three breaths, walking away when angry with Dad and on the third empty sign he writes: listening and asking questions at school. For the last section under the goal post with the eyes, he clarifies with the teacher what this section means and writes: read each week the goals and what to do.

Child 2: Does not participate in this activity and sits on his chair and pretends to sleep.

Child 3: For the three goals he wants to achieve he writes under the goal posts: having friends, not crying, stop fighting. To achieve the goals he writes on the first empty sign: smile, listen, watch. By the second empty sign he writes: try, listen, walk and on the third empty sign he writes: stop, talk and walk. Under the picture of the eyes he writes: "read stuff over".

Child 4: Writes three goals. The first goal is "not to be frightened of people" the second goal is "say what I am thinking" and the third goal is "learn to ride a horse". To achieve these goals C4: smile and look at people and be friendly, speak up and say what I am thinking and find out where I can have horse riding lessons. For the last section she writes: Read over goals and how to achieve goals lots of times and reflect.

Child 5: Takes the sheet of paper and writes down her three goals in the appropriate section. These goals are: Think maths is fun, Think maths is easy, Think, I can do hard maths. For achieving the goals she writes in the empty signs: listen to teacher, try hard and ask questions. C5 copies what is written on the board 'Read goals weekly and reflect on achievement' for the last section on the sheet.

Activity Four: Reflection. The children are asked to think of one important thing that they have learned during the course then write and illustrate it. The children are told to be prepared to share it with the group.

Child 1: Writes, "I have learned I can do anything if I think I can". He draws a picture of his dad and him playing football together in Dockers colours. C1 shares this with the other children when it is his turn.

Child 2: Draws a realistic picture of all the other children and the teacher on the course. Underneath he writes, "EQ4 them!" C2 shares this when it is his turn.

Child 3: He draws a picture of himself standing around a circle with other children at school. All the children including himself are smiling. C3 writes above the drawing" I have learned I can have friends and do work at school". He shares his work when it is his turn.

Child 4: Writes at the top of the paper," I have learned that I can do anything if I think I can". She then draws a picture of herself riding a horse in front of a crowd of children and teachers who are watching her on the school oval. C4 shares this when it is her turn.

Child 5: Draws a picture of herself sitting at a desk working with a pencil. She writes in capital letters," I CAN DO HARD WORK". C5 is keen to show her work to the group.

Activity 5: Positive Acclamation. The children have been asked to throw a large ball of rainbow coloured wool saying a positive acclamation to each other.

Child 1: Catches the ball of wool from another child who has said C1 is a great person. He throws the ball to C2 and says he is a good artist.

Child 2: Catches the ball of wool from C1 who tells him he is a good artist. He throws the ball of wool silently to the teacher.

Child 3: A child in the group throws the ball of wool to C3 and says he is a friendly person. C3 throws the wool to another child saying, "You can read really good".

Child 4: Catches the ball of wool after a child affirms C4 by saying, "You have great ideas". She then throws the wool ball to another child saying, "You are a terrific person".

Child 5: Child 5 catches the wool ball after a child says to her," I like your laugh". She then throws the wool ball to another child and says," You are good at painting".

All children except C2 could identify what they wanted to do that they were not already doing and also verbalize their own affirmations for positive change and to affirm others. They were also able to set goals and write strategies to achieve goals for their future development. All children could identify their own strengths and achievements and an important fact that they had learned on the course. The results of these activities are summarised in Table 4.21.

Table 4.21 Summary of Observations of Module Five Activities.

Child	Identifying and overcoming obstacles. The children identify what they want to do that they are not already doing and verbalize affirmations	Children identify their own strengths and achievements and lists them on a piece of paper.	The children write three goals and identify how they are going to achieve them and regularly measure success.	The children identify one important fact that they have learned on the course and share it with the group.	The children verbalize positive affirmations to each other whilst throwing a ball of coloured wool.
1	✔	✔	✔	✔	✔
2	Looks in mirror but does not verbalize affirmations.	✔	Does not participate.	✔	Catches the ball of wool from a child who has affirm he is a good artist but silently throws the ball on to the teacher
3	✔	✔	✔	✔	✔
4	✔	✔	✔	✔	✔
5	✔	✔	✔	✔	✔

4.7 <u>Conclusions drawn from the results.</u>

The summary of participant responses provides an insight into the key themes that emerged to answer the research question and objectives:

Can emotional intelligence be developed in children?

The three supporting questions derived from the research question were:

- Is the EQ4KIDZ course an effective tool for the development of emotional intelligence in children?
- Can the children apply the emotional strategies learned in the EQ4KIDZ program to their learning outcomes at school?
- How can the strategies for teaching emotional intelligence be incorporated into the Western Australian primary school curriculum?

The identified themes are stated in this conclusion and presented in depth in the following chapter.

4.7.1 Theme 1

The need for the development of emotional intelligence in children has been made public by researchers and authors. This is discussed in view of the research literature from Chapter 2 with implications for future curriculum developers.

4.7.2 Theme 2

Parents report the EQ4KIDZ program successfully taught emotional intelligence as children are applying learned strategies at home and/or at school. The implications for future learning of emotional intelligence skills by children is presented in response to the data collected and current literature.

4.7.3 Theme 3

Teachers shared common messages about positive behaviour and academic changes in the children that had occurred after completion of the EQ4KIDZ course. The implications for teaching and learning in response to the data and current literature are presented.

4.7.4. Theme 4

Children can articulate learned strategies from the program and apply them at home and/ or at school. This theme explores what changes are evident and how these are important for positive outcomes.

4.7.5 Theme 5

Both parents and teachers recognise the EQ4KIDZ course would be a beneficial inclusion in a school curriculum. The key elements in the program are identified and explored in accordance with the literature on effective programming of emotional intelligence development.

4.7.6 Theme 6

Key messages drawn from the participants' responses are presented, discussed and used to inform the recommendations from this research project.

4.8. <u>Summary</u>

The six key themes that have emerged from the data collected from this ethnographic research will be examined in depth in the following chapter to ascertain whether emotional intelligence can be successfully developed in children and if the EQ4KIDZ program is an effective tool for emotional intelligence development. *Can the strategies learned in the EQ4KIDZ program by children be applied in schools for successful outcomes* was also an emerging theme as was *how can the strategies for teaching emotional intelligence be incorporated into the Western Australia primary school curriculum*. These are now discussed in Chapter 5.

Chapter 5

Discussion, Conclusions and Recommendations

5.0 Introduction

The objective of this research was to ascertain whether emotional intelligence can be taught to primary school aged children and subsequently whether competencies producing emotional intelligence skills do enable them to achieve academic outcomes more successfully than prior to the instruction of emotional intelligence strategies. The program known as EQ4KIDZ (Carlton, 2007) has been examined to ascertain whether it is an effective tool for the development of children's emotional intelligence. Whether the strategies learned by the children in the program can be applied to their learning outcomes at school was also examined.

The results from the data collection have been presented in the previous chapter accompanied by a summary of the various responses. Using analysis of these data and from using an inductive approach, key responses were grouped and common themes that emerged recorded. These key themes are now discussed in this chapter and linked with the current literature reviewed in Chapter 2. Conclusions have been drawn from these themes and the relevant literature. Finally recommendations have been made from the evidence presented and areas for future research have also been suggested.

5.1 Emotional Intelligence Development and Children

According to the originators of the theory of emotional intelligence (Mayer & Salovey, 1997, p.3) emotional intelligence is "...the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth". These authors asserted that emotional intelligence can be effectively developed in children and can play a major role in fulfilling successful social interactions. The concept that IQ may not be as important for success in life as EQ (Goleman, 1996, 1998) has seen the emergence of many EQ training programs in both the workforce and for school-aged children. Research into the importance of emotional intelligence may result in more schools incorporating EQ strategies in future curriculum developments.

The program known as EQ4KIDZ (Carlton, 2007) was viewed by participants in this research study as a highly effective tool for teaching emotional intelligence skills. This message is consistent in the research data analysis and is reinforced by the comments **"*The program provided my child with all the practical skills to use for establishing friendships, getting along*

with people, handling emotions under stress and how to learn at school without letting emotions prevent my son from learning (P3) *"academically improved in all learning areas"*(T1) *and" taking a more active role in leadership role"* (T1)*. The consistency of responses and the knowledge gained by the participants highlight the effectiveness of the program to establish emotional intelligence skill development. According to Zins et al. (2004), young children cannot learn to read if they have problems that distract them from educational activities, problems following directions, problems getting along with others and controlling negative emotions and problems that interfere with relationships with peers, teachers or parents. Collaboration of messages from the data analysis suggests EQ4KIDZ provides the necessary skill development for transformation of behavioural concerns expressed by Zins et al. (2004).

The similar responses by parents, teachers and children that EI strategies learned from the program are being applied in both the home and school environments are highlighted by the participant statements of C3*" It has helped me make friends. It has helped me to get on more with my work at school. It has helped me to be happy"* and P1 *" he also seems to be listening, smiling and will seek directions"* and T4*" the student appears more confident and is contributing to class discussions".*

Primary Schools in Western Australia are expected to cater for all students' individual needs by accessing the curriculum to achieve optimal levels of academic achievement (WA Curriculum Council, 1998). However, an increasing number of students are not demonstrating satisfactory academic outcomes (Western Australia Department of Education, 2010). A number of these students is also displaying dysfunctional behaviour and limited social aptitude with an increasing disconnectedness for opportunities provided in schools (Zubrick, Gurrin, Teoh, Shepherd, Carlton & Lawerance, 1997). In Western Australia there have been an increasing number of social and emotional programmes implemented in schools to assist children with emotional and social competencies however for many educators these programmes have not been deemed as important as literacy and numeracy learning experiences.

To successfully implement an EI program like EQ4KIDZ into the curriculum which could address behaviour and academic concerns, educators would need to add to their own knowledge the importance of emotional intelligence learning as increasing evidence of the link between school success and EI is strengthened. As suggested by Johnson, Livingston, Schwartz and Slate (2000) even though schools have historically been viewed as places for developing cognitive competencies, recent reviews of the factors that underpin the construction of an effective primary school learning environment concluded that students' well-being and the promotion of social competencies is not an "add on" but rather an integral part of the school and is clearly seen as associated with learning outcomes.

EQ4KIDZ is an emotional intelligence program that is original and uses experiential learning. According to the author of the program "*this program empowers children to take control of*

their lives through learning EI skills for developing positive relationships and increasing academic success" (Carlton, 2007, p2).

5.2 Parents observe changes in children after completion of EQ4KIDZ Program

All five parent participants regarded the EQ4KIDZ program as a highly effective tool in teaching emotional intelligence skills because their children were able to demonstrate learned skills after completion of the program. This strong message was consistently supported by all participants in the research study and reinforced by the comments " *my child was less moody, more confident, more talkative when expressing emotions instead of shouting and would attempt new experiences more readily"* (P5) and *"if my child could attend the course regularly or learn strategies for dealing with emotions in a program at school, my son and other children would have the opportunity to develop more emotional intelligence skill"*(P2)*.*

Goleman (1998) and Chermiss (1998) believed that effective training programs can assist emotional development and target areas for emotional intelligence development. In addition, parents have the opportunity to bring social and emotional learning into their lives through study and workshop opportunities (Cohen, 1999). All parent participants in this research were committed to the importance of addressing specific concerns about their child's emotional development before the commencement of the program and had chosen the program specifically because it focused on developing these essential skills. All parents observed positive behaviour change after completion of the program, stating that the children were applying learned skills for dealing with emotions and interactions with a variety of people. This supports the findings by the originators of the theory of emotional intelligence that emotional awareness lessons can assist children to understand their own emotions and emotions in others to achieve positive outcomes (Mayer & Salovey, 1997).

Parents who participated in this research willingly shared common messages about positive changes that had occurred in their own home environment as a result of the EQ4KIDZ program. This is a crucial aspect because parent support is vital for ongoing EI development for the child at home and subsequently at school. Similarly, Fuller (2001) contends that effective schools construct and maintain a supportive and caring culture that combines high expectations for leaders, teachers, students and parent involvement with a strong emphasis on learning. He further asserts that effective schools link learning to life successes.

Participation in the EQ4KIDZ program had significant effects on the behaviour of the children such as increased self- confidence, decrease of verbal and physical aggression, effective emotional expression and positive expressions of happiness. As described by P4 " *the skills learned from the program were assisting C4 to make friends, gave her confidence*

to ask questions in class so she was learning more and overall made her feel much happier" which reinforces the premise that emotional intelligence has been theoretically related to several important human values including life satisfaction and the quality of interpersonal relationships (Goleman, 1996; Palmer, Walls, Burgess, & Stough, 2001; Salovey & Mayer, 1990).

5.3 Teachers share common messages

Common messages from teachers were expressed concerning students' behaviour and application to school work after completion of the EQ4KIDZ program. Teachers reported "... *student communicates emotions appropriately at school"* (T1,3,4,5) and *"positive change in attitude towards school work by student"*(T1,3,4,5). These common messages further support scientific research that has established a compelling link between social/emotional behaviour, appropriate classroom behaviour and school success (Raver, 2002; Zins, et al., 2004).

This research established that the EI skills learned by the children and then substantiated by researcher observations could be readily implemented successfully in school settings. Two of the teachers in particular were very impressed by the observable results of the EQ4KIDZ program because the students had ceased their negative verbal and/or physical aggression towards other students. Previous research studies have demonstrated that there is a link between social competence and positive intellectual outcomes as well as the link between antisocial conduct and poor academic performance (Raver, 2002). Teachers involved in this research project supported Raver's (2002) view by reporting that four students had improved academically and had a more positive attitude to school work after completion of EQ4KIDZ (Table 4:14). Emerging current studies on emotional intelligence development reinforce the view of a direct relationship between academic success and higher levels of emotional intelligence (Elias,2003; Greenberg,1997).

Although, two teachers reported that C1 and C2 had shown no changes in the way they communicated emotions the other teachers did state that four out of five student participants communicated emotions appropriately, appeared more confident, contributed to class discussions and were showing signs of happiness by smiling more at school after completion of the EQ4KIDZ program (Table 4. 13). These positive affirmations by the teachers reinforce the effectiveness of the program for effective development of emotional intelligence.

Contemporary research has indicated the importance of the development of emotional intelligence, resulting in education now taking an interest in the concept of introducing emotional intelligence learning into the curriculum to assist students gain more positive outcomes - socially and academically (Goleman, 1996). All teachers in this research study

believed the program like the EQ4KIDZ program, or similar would be beneficial for all students and could be readily incorporated into a school curriculum. However, Mayer et al (2000) raises concerns about emotional intelligence development programs where individuals who already employ maladaptive emotional responses are encouraged to share their emotions in a class discussion. C2 in this research study was an example of a child with severe emotional problems with both his teacher and parent reporting verbal and physical acts of violence even after completion of the EQ4KIDZ program. Such severely emotionally damaged children may not profit when asked to share their emotions and may be overwhelmed or feel coerced resulting in even more inappropriate responses. Another concern is that students from different subcultures handle emotions quite differently. Mayer and colleagues concerns therefore need to be carefully considered when choosing and implementing an emotional intelligence program into a particular school curriculum.

EQ4KIDZ program teaches emotional learning for emphatic awareness, however to avoid the concerns raised by Mayer et al (2000) teachers will need to undergo extensive professional development to successfully implement such a program into a classroom environment Teachers in this research did indicate that they were very willing to take part in professional development before incorporating EI learning into their classroom teaching/learning experiences. This was probably due to the fact that these participating teachers had observed and experienced strong evidence that learned EI competencies could be applied by students in a school environment. As teacher 2 stated *"I do believe for students with less urgent emotional needs than C2 , that this program would be of significant benefit. I run a similar program in my 6/7 class and would appreciate a formalized curriculum".* These participating teachers had also been alerted by experience to prior research of the critical value of holistic education that involves the stimulation and training of both a child's cognitive and affective development (Stern, 2001). Also according to Stern (2001), by strengthening and increasing social-emotional educational opportunities, educators can increase the children's capacity to learn, will give the children the tools to aspire to personal and professional achievements and enable them to experience personal success.

Goleman's (1996) belief in teaching explicit social and emotional skills to students and Scala's (2006) identification of the issues students are bringing into the classroom strongly suggest the need for an integrated curriculum that includes Emotional Intelligence skills' training. The five teachers in this research have all emphasised that EQ4KIDZ or a similar EI program would be invaluable in their classrooms to assist all students to reach their full social and academic potential. Evidence suggests that EQ4KIDZ has had significant influence on these participating students for their teachers to be able to observe noticeable changes so quickly. These changes that the teachers reported included positive displays of emotions (T1,3,4,5), harmonious peer interactions (T1,3,4,5), verbal and physical aggression

demise(T3,5), risk taking (T1,3,4,5), increase in self- confidence (T1,3,4,5), increase of classroom discussion participation and academic success (T1,3,4,5).

Emotional Intelligence is still however a relatively new concept to many educators and therefore teachers need to be patient with themselves and allow time to become confident in their delivery of the learning component. It is therefore essential that effective EI instruction must be provided by well-planned professional development for all school personnel. Leaders in education will need to support EI programs such as EQ4KIDZ to insure successful implementation in a whole school environment. Teachers and parents will also need to be well informed in the methodology to assist EI home reinforcement of the strategies for ongoing development in all students.

5.4 Impact on children

The EQ4KIDZ program has made a major impact on the children who participated in the program in three key areas - emotionally, socially and academically. As scientific research, in particular in the area the brain research specifies that the formation of emotional skills could be developed in the "formative" years from birth to the late teens (Fuller, 2001), evidence gathered from participant children in this research indicates additional emotional skills have been developed after attending the EQ4KIDZ program.

Declarations by child participants that EQ4KIDZ has changed their attitudes and behaviours were echoed by teachers and parents in this research study. These consistent messages of behaviour and attitude changes are effectively described by Teacher 3, who stated her student communicated emotions before attending the research program such *as "C3 would cry if any negative words were said to him by peers or staff in any class activity. During these activities C3 would also push students if they got in his way. In the playground he would sometimes become violent and hit other children".* However after completion of the program T3 reported C3 had stopped all physical aggression towards students, was concentrating much better on his work in class (Table 4.13) and *"He would now complete tasks in class without getting frustrated, C3 now raises his hand for assistance with a task he is finding difficult instead of crying out "I can't do this"* and giving up. C3 is now contributing regularly in class discussions.

Parent 3 reinforced T3's statement when she stated that *"C3 now stops and thinks before jumping into situations that normally ended up causing tears both at home and at school"* and *"since completing the program C3 has not been sent to time out at school where previously this was a regular occurrence"* (Table 4.10). This change in C3's behaviour is consistent with the research findings by Sternberg (2002) that the working memory of a child with emotional issues can be changed by new learning through resolution or effective management of issues.

Teacher 4 also reported that before the program her student (C4) tended to become totally introverted when upset, frowned a lot and was having trouble communicating with both peers and teachers. After completion of EQ4KIDZ T4 then stated *"C4 is much more vocal, more willing to discuss issues and more confident. C4 has twice had a speaking part in assemblies and although she may not think she did a great job, others certainly did. I consider an assembly part to be a huge step for C4 to be willing to take. She was also quite negative before in as much she was convinced she had no friends. There has been a definite shift in her perception of her friendships".* The other participating teachers described similar examples in the way the program had provided EI skills that the children were now appropriately and successfully applying at school. Teacher 5 reported that after completion of the program her student had improved confidence in her maths and her confidence is also helping her to achieve more satisfactory results generally. Teacher 1 also stated his student was concentrating more in class which resulted in improvement in all academic areas.

Similar examples of achievement were propounded by other participants in the research study. The consistent similarity of statements by the participating children on the impact of EQ4KIDZ in their everyday life further highlighted the effectiveness of the program. In particular, the children were able to specifically articulate what they had learned from the program. These statements included "I learned":

- Child 1: How to deal with my feelings and how to work with my father.
- Child 2: What to do and say when people upset me especially bullies.
- Child 3: Not to cry and hit when kids upset or bully me. Listen to directions in class. Speak to kids and smile. Join in with work and stuff at school. Be kind.
- Child 4: A bit of confidence and how to stand up to bullies.
- Child 5: How to express my emotions in a good way and think I can do it even if it is hard.

Four out of five of these statements specified learning of effective skills for handling being bullied by others. This may be due to the fact that the program taught explicit skills for dealing with bullying and as a result, the children feel confident that they are now equipped with strategies to defuse conflict and fend off bullies. The change in attitude and behaviour by the participating children is consistent with Elias and Arnold's (2006) suggestion, that when schools implement high-quality Social-Emotional Learning (SEL) programs and approaches effectively, academic achievement of children increases, incidence of problem behaviours decreases, the relationships that surround each child are improved, thus the climate of classrooms and schools changes for the better. Four out of five teachers in this research have reported improved academic achievement, decrease in problem behaviours, improvement in relationships with peers which has resulted in a happier school environment for all.

All children in this study were able to articulate and demonstrate how they could apply learned strategies from the EQ4KIDZ program in their lives which were then substantiated by observations of teachers and parents. Parent 2 stated *"C2 had stopped verbally harassing the neighbours and had stopped skateboarding over their flowers"*. This parent believed her child had learned a specific EI skill that helped him cope with people who he may not really like. Other learned EI skills reported by all parents were that the children were using smiling and listening skills for positive social interactions. Both parents and teachers of four of the five of the children participants observed positive behaviour changes in the way the children expressed emotions. These same parents and teachers reported regular occurrences of developed confidence and happiness in the children. Four teachers further stated that students were now contributing to class discussions, had a more positive attitude to school work and had academically improved after completion of the program.

These results provide positive messages of the importance of emotional intelligence development programs like EQ4KIDZ for all students. Increasing evidence emphasises that young children with challenging behaviours are more likely to experience continuous peer rejection, punitive responses from teachers, negative family interactions and school failure (Smith & Fox, 2003). On the contrary, children who are emotionally well-adjusted have a greater chance of early school success (Raver, 2002).

The powerful impact on the children in this research study has resulted in all three participant groups of parents, teachers and children enthusiastically recommending the program for other children and specifically recommended that the program be incorporated into a school curriculum for ongoing emotional intelligence skill learning and maintenance. The introduction of Emotional Intelligence skills teaching into established educational settings may seem radical especially when academic achievement for a very long time has been associated with cognitive skills however contemporary research has alerted education to the fact that Emotional Intelligence will play a significant role in establishing successful student academic achievement (Goleman, 1996).

The findings of this research study have clearly demonstrated that EQ4KIDZ has made significant changes in the children who have participated in the program. This program has positively affected their attitudes, behaviours and increased their academic success.

5.5 Conclusions

The following conclusions have been drawn from the analysis of the themes that have emerged from this research.

5.5.1 Emotional Intelligence in children can be developed

Contemporary research confirms children can develop emotional intelligence. In Perth, Western Australia, an out-of-school learning centre offers a program on emotional intelligence training for primary school aged children. Known as EQ4KIDZ, the program has been developed and implemented in private clinics but is a program that could also be readily incorporated effectively in schools. As was articulated by all participants in this research the EQ4KIDZ program has made such a significant positive change in the way the children expressed their emotions that all participants would recommend the program for future implementation. The five module program is designed to help primary school aged children increase levels of emotional intelligence. The program aims to increase higher self-confidence, assertiveness and motivation which will subsequently transfer to improved academic outcomes. EQ4KIDZ appropriately addresses issues such as bullying, personal space, assertiveness, goal setting, understanding emotions and anger management and specifically targets children who are having problems at school. The problems that these children generally demonstrate have been classified into six groups:

- Group 1. Children with low self esteem, poor academic results and low motivation;
- Group 2. Children who have been bullied and lack assertiveness;
- Group 3. Children, who lack appropriate social skills, have few friends and do not know how to break into groups;
- Group 4. Children who occasionally bully and have underlying emotional difficulties;
- Group 5. Children who need anger management; and
- Group 6.Children that are very bright and have difficulties relating to peers. (Carlton, 2007).

According to Mayer and Cobb (2000) educational policy on emotional intelligence based on a very young scientific enterprise, has been criticized although there has been evidence based studies carried out. However the broader, popular models of emotional intelligence, which combine abilities and traits as yet have not been operationalised adequately. Leaders in educational settings therefore require a measurement model that stands up to scrutiny for evaluating student achievement.

5.5.2 <u>EQ4KIDZ is a highly effective tool for teaching emotional intelligence skills</u>

The results of this research which focused on the EQ4KIDZ program as an emotional intelligence developer are reinforced by all participants who rated EQ4KIDZ as highly effective for teaching emotional intelligence skills (Table 4.15). Both parents and teachers reported noticeable changes after the children had completed EQ4KIDZ. The program taught the skills that make the learner confident, motivated, aware of expected behaviours, able to manage personal impulses, to seek help when appropriate, wait a turn, be aware and effectively interact with others. The program had positive effects on most of the

children's behaviour emotionally, socially and academically and the program promoted positive relationships within schools, homes and the broader community.

5.5.3 Limitations of EQ4KIDZ

The limitations identified in the implementation of the EQ4KIDZ program were few. The lack of information for parents on the development of EI skills has now been addressed by the author of EQ4KIDZ. The parents of the children enrolled in the EQ4KIDZ program are now required to participate in an EQ4Families a two evening session workshop before their child attends the EQ4KIDZ program.

A whole school approach would be desirable for the most effective outcomes of the EQ4KIDZ program, but this would be impeded by the lack of trained staff qualified to deliver the program. The author of EQ4KIDZ has also addressed this concern by offering training for educators and support staff who work with children. A two day training seminar called EQ4Schools and Facilitators is now available to enable confident delivery of the EQ4KIDZ program in educational settings. The support of school principals for the successful implementation of EQ4KIDZ in a school setting is an essential criteria as teachers will need release time and funding for the program training.

Other notable limitations of this study identified by the researcher were:

- Only 5 children participated in the research study who were all ten years of age. With a wider sampling of participants a more representative view of the impact of the program may have been established.
- Only 5 teachers participated in the research study representing only a small sample of the population of teachers in schools. The research study was limited to the perceptions by these teachers of their students involved with the EQ4KIDZ Program. However, this was due to the nature of the enquiry and a future more comprehensive study would seek comments from other teachers with students involved in the Program.
- The research study was implemented over a short time frame. This may have misrepresented the full impact of the findings. A longitudinal study would be beneficial to further validate these findings.
- The financial cost to attend the EQ4KIDZ program may have drawn children from certain socio-economic areas resulting in a specific socio-economic sample group for this research.

5.5.4 **Teachers and pre service educators need training in strategies for effectively teaching emotional intelligence skills**

It is important for educators to understand the essential developmental factors of emotional intelligence in all children. All educators who work with children require specialised training in the most effective ways to develop emotional intelligence skills that will subsequently enable them to apply this knowledge to enable all children to develop. New research continually encounters significant problems associated with measuring the construct of emotional intelligence (Tucker, Barone, McCarthy & Sojka, 2000). Although, teachers historically have been assessing student achievement using academic measures there is a growing interest in research that considers the whole child, that includes academic along with psychological measures. Therefore teacher training should incorporate the four branches of emotional development identified by Mayer, Salovey, and Caruso's (1997) Mental Ability Model for measurement of emotional intelligence development. These four branches are: Identifying Emotion, Using Emotion to Support Thought, Understanding Emotion and Managing Emotion.

5.5.5 **Key elements in EQ4KIDZ Program for successful incorporation into a school curriculum**

The program is clearly organised into a structure that explicitly addresses the purpose, goals, aims, lesson content, resources and learning strategies for each lesson. The lessons are printed in a manual, with materials addressing the various age levels of the K-7 program. An information booklet is also provided for schools to implement successful parent information sessions. This specific content of the EQ4KIDZ program is what makes it so effective. Explicit emotional intelligence development skills are taught using interactive activities that completely engage the learner. The objectives of the program are to help children:

- understand their feelings and improve emotional literacy;
- perceive connections between thoughts and feelings;
- realise they can change and grow and handle all feelings in an appropriate fashion;
- raise confidence levels and promote a sense of "I CAN";
- deal with bullies, act assertively and make friends; and
- form goals and stick to them and move forward through obstacles to success and happiness (Carlton, 2007, p.1).

The findings of this research study strongly endorse EQ4KIDZ as being highly effective in meeting these objectives. This was expressed by one parent participant as *"EQ4KIDZ provided my child with all the practical skills to use for establishing friendships, getting along with people, handling emotions under stress and how to learn at school without letting*

emotions prevent learning" (P3). Teacher participants endorsed these objectives when stating *"The student had improved academically in all learning areas"* (T1), *"the student now has a "I can" attitude"* (T5), *"the student was now contributing regularly to class discussions"* (T3), *" positive change in attitude towards school work"* (T4), *"student displays of verbal or physical aggression have ceased"* (T3). One child participant message strongly reinforces that the objectives of the program have been met when he told the researcher how he could apply the strategies he had learned in the program into all parts of his life: *"At school I can listen to the teacher and do what I am supposed to do. I can try to get along with kids at school and listen more instead of jumping in an upsetting everyone. When I want to play with other kids I can ask or follow what they are doing. I can stop fighting with my sister and share more"* (C3)*.*

5.5.5 Ongoing Sustainability for EI programs in schools

For successful incorporation into curriculum and subsequently classroom implementation of EI programs such as EQ4KIDZ, the need for long term planning is essential. Even though this research has acknowledged EQ4KIDZ is a highly effective tool for emotional intelligence skill development, the incorporation of the program into the state primary school curriculum can only transpire with firm commitment by the Department of Education of Western Australia. A sustainability plan will need to be developed so that the full potential and the emotional benefits of such an EI program are apparent.

5.6 Recommendations for future research

The following recommendations have been made on the basis of the evidence gathered from the research study and supported by current literature relevant to the field of emotional intelligence development.

5.6.1 Recommendation 1

As contemporary research supports the importance of emotional intelligence development in children, it is recommended that EI programs, such as EQ4KIDZ, are core units in the training of all educators who work in the care and education of children.

Present research suggests that emotional intelligence may be more important than intelligence quotient (IQ) for success in both the workplace and in schools because of the social nature of emotional intelligence (Fullan, 2001; Fuller, Bellhouse, & Johnston, 2001; Nadar, 2003).

If educators are to implement effective emotional intelligence strategies to support academic success enhanced by sound emotional development, it is essential that these educators understand emotional intelligence development factors. Educators need to be able to recognise and articulate students' emotional achievement and then be able to use this knowledge to facilitate and strengthen student academic success (Mayor & Salovey, 1997). EQ4KIDZ has been shown as a powerful EI program that teaches children explicit skills to increase higher self confidence, assertiveness and motivation which transfers to sound academic outcomes.

5.6.2 <u>Recommendation 2</u>

Pre-service training in emotional intelligence development is included as an essential part of teacher training in universities with a focus on practical, effective methods of classroom implementation.

Mayer and Salovey (1997) propose it is more effective and less questionable to focus on the specific skills of emotion than it is to focus on teaching emotional intelligence. Therefore, educators need to be knowledgeable about the distinction between teaching emotional intelligence and teaching emotion skills. It will be important for educators to undergo specialised training so that they are competent to teach their students the skills underpinning effective emotional development.

All teacher graduates need to be confident in teaching emotional intelligence skills. Units in pre service education should develop the knowledge and skills that teachers require to effectively implement an EI program based on an understanding of the importance of emotional intelligence development that will enhance all students' wellbeing, mental health and academic outcomes. EQ4KIDZ is an effective EI program that needs to be readily accessed.

5.6.3 <u>Recommendation 3</u>

EQ4KIDZ is an effective tool for emotional intelligence skill development and has achieved significant positive behaviour change in participating children. This program needs to be supported to be accessible to all interested key- stake holders, parents, teachers and students to be successfully incorporated into a school curriculum.

Effective schools construct and maintain a supportive and caring culture that combines high expectations for leaders, teachers, students and parent involvement with a strong emphasis on learning (Fuller, 2001). Teachers and parents in this study observed changes in participating children's attitudes and behaviours that resulted in positive expressions of emotions and successful academic outcomes. However for this to be effectively achieved

educators will need training in EQ4KIDZ methodology for implementation in a classroom curriculum while ongoing training and resources will be needed for future curriculum incorporation of this EI program.

5.6.4 <u>Recommendation 4</u>

A whole school approach is essential to the effective long term implementation of the EQ4KIDZ program. Support from leaders in schools especially principals will be necessary to ensure the full potential of EQ4KIDZ is achieved. It is therefore recommended that all principals, teachers, parents and students are fully informed of the goals and obligations that will be required for this program to have continuous successful outcomes.

The Western Australia Curriculum Framework (Curriculum Council, 1998) and the new Early Years Learning Framework (EYLF) have a strong focus on academic as well as social and emotional outcomes. These documents also promote a values' framework that underpins and shapes the curriculum. It is expected that all educators in WA – from the very early years onwards- integrate the specified shared values across all learning areas.

All key stake-holders will need to be fully informed of the obligations and responsibilities required with strong support from leaders in centre/ school communities for this EI program to be effective long term. Training in the method of the EQ4KIDZ program will need both support and commitment by education leaders for effective classroom implementation.

5.5.5 <u>Recommendation 5</u>

The Department of Education (D.E) of Western Australia negotiate with the author of EQ4KIDZ for a model of professional development that will provide all educators the opportunity to learn the method.

A financial commitment from D.E will be necessary for the program's sustainability and development. Teachers already employed in schools will need to be released and funded to attend training seminars.

5.5.6 <u>Recommendation 6</u>

It is recommended that continuous evaluation is maintained to establish the effectiveness of the EQ4KIDZ program in schools.

Models of emotional intelligence based on mental ability can be measured with greater reliability compared to self or informant report. The Mayer, Salovey, & Caruso (1997) model provides an empirically sound conceptual framework for educators to evaluate and assess students' emotional development. The Mental Ability Model of Emotional Intelligence as a measurement tool also provides a framework for educators to understand emotional growth. Longitudinal evaluation will be important to add validity to the program for future implementation outside Western Australia.

5.5.7 Recommendation 7

All schools are resourced to effectively implement EQ4KIDZ programs, or similar, that will assist educators to provide learning environments that promote the growth of emotional intelligence. That EI skills learned from the EQ4KIDZ program can and as demonstrated in this study have developed children's skills that are essential for successful emotional and academic outcomes as well as for life.

The importance of social and emotional relationships and the learning of these essential skills are increasingly acknowledged as critical competencies for academic success in a school environment (Goleman, 2006).

Recognition of the value of emotional intelligence development in students by schools will be necessary for EI programs to be implemented and supported for ongoing incorporation into a school curriculum.

Current educational paradigms reflect an underlying specific content drive to increase individualism. This attitude is reflected by the marks system which is the dominant goal reinforced by the system for students. Students are encouraged to compete as individuals rather than as a group collaboration. Using competition in the classroom enhances the belief that learning is a scarce commodity, that takes place only in given places at specific times with pre-defined subjects and only with the help of experts and emphasising rationality and logic while neglecting emotions and relationships (McClusky, 2000).

Conclusion

Emotions are critical ingredients for optimal information processing, social communication, written communication, motivation, attention, concentration, memory, critical thinking skills, creativity, behaviour, physical health, and even our very survival (Goleman, 1996; Jensen, 1998; Greenberg, & Kusché 1998; Sylwester, 1995).

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Appendices

memorandum

Curtin
University of Technology

Office of Research and Development

Human Research Ethics Committee

To	Lynette Caroline Oliver, 14 Council Road MUNDARING WA 6073
From	Dr Stephan Millett, Executive Officer, Human Research Ethics Committee
Subject	Revised Protocol Approval **HR 158/2005**
Date	17 March 2006
Copy	Dr Veronica Davenport, Education Graduate Studies Officer, Division of Humanities

TELEPHONE 9266 2784
FACSIMILE 9266 3793
EMAIL L.Teasdale@curtin.edu.au

Thank you for addressing the concerns raised by the Human Research Ethics Committee (HREC) for the project titled *"Evaluation Of Eq4kidz, An Emotional Intelligence Program For Primary School Children In Western Australia"*.

Your response has been reviewed by members of the HREC reviewing panel who have recommended that your application be **APPROVED**.

- You are authorised to commence your research as stated in your proposal.
- The approval number for your project is **HR 158/2005**. *Please quote this number in any future correspondence.*
- Approval of this project is for a period of twelve months **17/3/2006** to **17/3/2007**.

If you are a Higher Degree by Research student, data collection must not begin before your Application for Candidacy is approved by your Divisional Graduate Studies Committee.
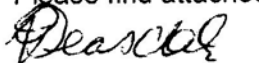
Applicants should note the following:

- It is the policy of the HREC to conduct random audits on a percentage of approved projects. These audits may be conducted at any time after the project starts. In cases where the HREC considers that there may be a risk of adverse events, or where participants may be especially vulnerable, the HREC may request the chief investigator to provide an outcomes report, including information on follow-up of participants.
- All recommendations for approval are referred to the next meeting of the HREC for ratification. In the event the Committee does not ratify the recommendation, or would like further information, you will be notified. **The next meeting of the HREC is on 4/4/2006.**

The attached **FORM B** is to be completed and returned as soon as possible to the Secretary, HREC, C/- Office of Research & Development:

- When the project has finished, or
- If at any time during the twelve months changes/amendments occur, or
- If a serious or unexpected adverse event occurs.

An application for renewal may be made with a Form B three years running, after which a new application form (Form A), providing comprehensive details, must be submitted.

Please find attached your protocol details together with the application form/cover sheet.

Dr Stephan Millett
Executive Officer
Human Research Ethics Committee

Please Note: The following standard statement must be included in the information sheet to participants:
This study has been approved by the Curtin University Human Research Ethics Committee. If needed, verification of approval can be obtained either by writing to the Curtin University Human Research Ethics Committee, c/- Office of Research and Development, Curtin University of Technology, GPO Box U1987, Perth, 6845 or by telephoning 08 9266 2784.

Appendix 2

Participant Information Sheet – <u>Parents, Teachers and Students</u>

Thank you for agreeing to participate in the research project titled: Evaluation of EQ4KIDZ, an Emotional Intelligence Program for Primary School Children in Western Australia.

EQ4KIDZ is an out of school program designed to develop emotional intelligence in primary school aged children. The course aims to increase higher self-confidence, assertiveness, and motivation in children, which will transfer, to academic work. The course covers issues such as bullying, personal space, assertiveness, goal setting, understanding emotions and anger management.

According to research literature emotional intelligence (EI) has been theoretically related to several important human values including life satisfaction and the quality of interpersonal relationships. The concept that IQ may not be as important for success in life as EI (also known as EQ) has seen the emergence of many EI training programs in both the workforce and for school aged children.

Findings from the research could benefit teachers in classroom behaviour management, interpersonal relationships with parents and colleagues, student/teacher relationships, assist developing a caring school community. Parents could benefit from the research knowing that a program is available for children who have specific needs and may also assist in developing good parent/child relationships. Curriculum developers would have the opportunity to view, develop and implement EI programs into schools for the benefit of school communities.

All interviews, questionnaires and data collection will be the responsibility of the researcher. The researcher is a student in the Master of Education Degree Program at Curtin University and is a teacher within the Department of Education and Training. If you have any questions re: the research project do not hesitate to contact Lynne Oliver on 0424094566 or lynnette54@hotmail.com or University Supervisor-Dr Yvonne Carnellor by phoning 92662254 or email Y.Carnellor@curtin.edu.au

Parent/Guardian Consent Form for EQ4KIDZ Research Project.

I give my consent to participate in the EQ4KIDZ Research Project and understand the statements below.

Signed_____

Date _____

- I understand that I am free to withdraw my consent for involvement in the research at anytime and need give no reason nor justification for   that decision.

- I understand that anything I say or do will be treated as confidential and only used for this research project.

- I give permission for my child to participate in the EQ4KIDZ research Project.

- I understand that all participants in the EQ4KIDZ Research will not be identified.

- I understand that my child's school teacher will be interviewed.

- I understand that I will be interviewed by the researcher before and after the EQ4KIDZ program using audio recording.

- I understand that all data collected during this research will be destroyed after the mandatory five years of secure storage.

School Teacher Consent Form for EQ4KIDZ Research Project.

I give my consent to participate in the EQ4KIDZ Research Project and understand the statements below.

Signed_____

Date_____

- I understand that I am free to withdraw my consent for involvement in the research at anytime and need give no reason nor justification for that decision.

- I understand that anything I say or do will be treated as confidential and only used for this research project and neither the school nor my identity will be made public.

- I understand that three parties will know the identity of any one particular student- the researcher, parent/guardian and teacher.

- I understand that I will be interviewed by a questionnaire using electronic communication-email.

- I understand that all data collected during this research will be destroyed after the mandatory five years of secure storage.

Consent Form for EQ4KIDZ Research Project.-Student

I give my consent to participate in the EQ4KIDZ Research project and understand the statements set out below.

Signed_____

Date_____

- I understand that I am free to withdraw my consent for involvement in the research at anytime and need give no reason nor justification for that decision.

- I understand that anything that I say or do will be treated as confidential and only used for this research project.

- I understand that all participants in the EQ4KIDZ Research will not be identified by known name.

- I understand that I will be observed by the researcher during my participation in the EQ4KIDZ program.

- I understand that after the completion of the program I will be interviewed by the researcher.

- I understand that my parents will be interviewed by the researcher before and after my participation in the program.

- I understand that my school teacher will be interviewed.

- I understand that all data collected during this research will be destroyed after the mandatory five years of secure storage.

Appendix 3

<u>Examples of Observation Notes</u>

Module One

20th January, 2007

Child 1

Child 1 walks in, looks around the room and sits on one of the chairs. C1 swings legs and smiles back at the teacher. Children come in and sit in the circle and C1 looks with interest at the other children arriving. The teacher greets C1 and hands him a name tag which he pins on. When all participants for the course had arrived C1 listens to the teacher explain what the program is about and how the five, two hour sessions will be conducted. A story is read about feelings by the teacher who then tells the meaning behind the story and provides extra information about feelings. Each child sitting in the circle is asked to tell his/her name and provide a little bit of personal information. This is begun by the teacher. C1 clearly says his name and that he likes to eat ice cream and play football.

The next activity discusses the uniqueness of names. Children are asked to make patterns with coloured markers on individual small white boards with their names. C1 happily joins in the activity. The next activity introduces a discussion about the brain. The children are encouraged to sit on the cushions. C1 sits on cushion. The teacher explains all the different ways the brain functions. The children are asked to make their brain into art and to write a sentence underneath. The sentence must work along the line of a metaphor. C1 draws and writes "My Brain is a jungle with lots of loud animals".

The children are then asked to provide a score from 1-19 on how happy they are feeling today. The higher the score the happier they are feeling. C1 names the number 10. The children are also asked to draw about something that makes them feel happy and then something that makes them feel sad. C1 draws playing football for the happy feeling and two angry faces, one of his father and the other of himself for the sad example.

Eight intelligences that people have are explained by the teacher. The children are asked to think about their strong and weak intelligences. They are asked to score strengths and weaknesses on a sheet of paper printed with the eight intelligences. C1 participates in the activity.

The children are asked to think of a totem animal after the teacher explains why and shows them pictures of a variety of animals. This is explained by the teacher by providing the

example: If a lion is the animal you choose then you might like to take on the characteristic of being more courageous. C1 chooses a giraffe and explains that a giraffe is very tall and does not need to fight. The teacher thanks each child individually on their contribution to the session. C1 is thanked for contributing great ideas and his expressive art work. C1 stands up says goodbye to no-one in particular and waves his hand in the air and walks out of room to wait for his parent.

Child 2   Module Two

January, 21st 2007

Child 2 walks in and the teacher greets him and hands him his name tag. C2 nods his head acknowledging the teacher and holds his name tag. C2 sits down on a cushion but just as the teacher starts to welcome everyone C2 stands up and walks out of the room towards the toilets. Three minutes have passed when C2 returns and sits back down on the cushion. The teacher continues talking and then continues by reading a story. C2 sits still attentively listening during the story.

The next activity is where each child was asked to contribute a happy message to the group, something positive that had happened recently. C2 is the last person to speak. He stated that his mother let him have Kentucky Fried Chicken on the way home yesterday and he will also get to choose what he would like to eat today as a reward for coming to the course.

 C2 also contributed to the positive and negative feelings lists. On the positive feeling side he suggested "apathy". The teacher explains to everyone what apathy means and how it is a negative feeling, while C2 seems to be listening. The teacher writes apathy on negative list and then asks C2 to think of a positive feeling. He responds with the word "frustration". The teacher without commenting adds "frustration" to the negative list.

The next activity was the "emotion feelings' chains". C2 writes, "I ride my skateboard on the neighbour's flowers. She gets really mad with me and I get to laugh".

The next activity is a "positive affirmation activity" which aims to change thoughts and actions. C2's contribution was," I can feel angry and everyone will disappear" and then C2 does not participate in the smiling activity but sits gazing at the posters on the wall.

C2 does however participate in the painting activity on "hijacking toxic emotions and visualizing a protective covering". C2 painted an extraordinary self portrait using lots of bright colours but then paints a big black box that covered the self portrait completely. C2 returns to his cushion and sits quietly during the final story. At the end of the session the teacher thanks C2 for all his contributions during the discussions and for painting such a fantastic self portrait. C2 stood up and walked outside to his mother not speaking to any other person in the room except the teacher during the entire two hour session.

Child 3   Module 3

January, 22nd 2007.

Child 3 is the first to arrive and sits on a vacant chair. Child 3 looks around the room and smiles when he sees Child 1 walking into the room. He immediately starts chatting to C1 when they are both seated. C3 acknowledges after C1 has had a turn that he is keeping a feeling journal and likes to draw his feelings as well as write them.

C3 intently watches the puppet role-play on learned optimism and then picks up two puppets and role plays being laughed at by a child in the playground. C3 then role plays walking away and kicking a ball with another child in a playground who does not laugh at him.

C3 joins in with the anger management role play activity and chooses C1 as his partner. C3 states that one of his fears is "being laughed at by kids at school". The three people C3 lists as those who he could talk to when feeling upset were his dad, mum and sister. C3 and C1 worked together practising ways to ask for help and C3 is enjoying this activity and enthusiastically contributes ideas.

He chooses ideas from a list on the whiteboard that all the children have contributed to about personal soothers when you are feeling discouraged. C3 also states that he likes eating chocolate and watching a video.

C3 shares the stamp pad activity with C1 and then they compare finger prints. Both children are talking and enjoying the activity.

Later C3 draws a self portrait and writes underneath that he likes his hair which is what C1 has already written on his self portrait. C3 listens carefully to what the teacher asks them to do for homework. As the session concludes the teacher thanks C3 for both drawing and writing in his homework journal and for his great ideas for asking for help. C3 smiles, stands up and walks out with C1.

Child 4 Module 4

January 24th, 2007

Child 4 walks in with C5 and sits down on a chair next to her. C4 listens to the teacher and raises her hand to acknowledge she is working on an issue at home. C4 then sits on a cushion next to C5 and listens to the morning's story.

C4 listens intently to the lesson on assertiveness and aggression and later practises assertive and aggressive speech behaviours with C5. C4 is quite confident and firm as she practises being assertive with C5 who is pretending to be the bully. C4 speaks loudly and calls C5 unkind names when she acts as the bully.

C4 joins in the whispering game, and listens and passes on the message to the person next to her and joins in the laughter at the end of the game when they all realize the message has changed so dramatically.

C4 volunteers to be the story teller first in the next listening activity with her partner C5. C4 tells a story about going to a farm with her family and when C5 does not respond the way the teacher had directed as the listener of the story, C4 tells her to say, "I listened to your story". C5 responds "Yes". C4 responds "No, you have to say, I listened to your story" so C5 does what C4 asks her to say. C4 then listens to C5's story and replies as directed by the teacher. She listens and contributes to the impromptu news' session but does not contribute during the "shy and embarrassed" discussion but is listening.

C4 stands up and walks over to the table looking at the emotion pictures in books and magazines. During the following discussion on recognition of pictures of people's emotions C4 identifies various emotions. She then practises "I feel statements" with C5 and both children laugh a lot during this activity. C4 then picks up a snail puppet and practises being friendly as well as the strategies for breaking into groups. C4 is quite absorbed in this activity and enthusiastically practices the phrases with the puppet.

She later joins in with other children to practise the strategies learned for dealing with bullies. C4 also provides ideas for the anti-bullying poster suggesting that they send copies of the poster to all the schools. C4 sits comfortably on the cushion to listen to the story. At the end of the session the teacher thanks C4 for her thoughtful ideas and fantastic creative skills today. C4 stands and waits for C5 to stand and they leave together.

Child 5   Module 5

25th January, 2007

C5 walks in and sits down next to a child and starts talking. C5 continues to talk and then turns and talks to C4 who has just sat down next to her. C5 stops talking when the teacher greets the group. C5 listens to the home follow up contributions but does not contribute during the discussion. C5 sits down and listens to the morning story which is about overcoming obstacles. C5 contributes during the discussion after the story is read.

C5 holds a mirror and pokes her tongue out at it. She pulls faces and laughs at herself. The teacher suggests C5 practise the affirmation statements while looking in the mirror. C5 says "I am beautiful" and then laughs. C5 then says "I can do hard maths work". She repeats this

three times and then looks at her teeth in the mirror. The teacher tells C5 to work on another affirmation using the mirror. C5 repeats three times looking in the mirror" Maths is easy to do". C5 pokes her tongue out at the mirror as she carries it over to put in the box.

C5 returns to her seat and starts talking to the child next to her. C5 then listens to the teacher as she gives directions for drawing a paper list for the next activity called "Strengths and Achievements". C5 writes on the Strengths list: reading, writing, singing, horse riding and swimming. She then writes on the Achievement list: painting a picture in the Royal Show, my story in the school magazine, singing at the Perth Concert Hall, medals for horse riding and swimming.

C5 contributes and demonstrates with peers learned strategies from the five morning course. She then picks up juggling balls which is the next activity and tries to juggle but is laughing so much she keeps dropping the balls. C5 attempts many times and does not succeed to juggle and laughingly puts the balls in the bucket when requested.

C5 sits on a chair and listens to the teacher talk about goal setting. Child 5 takes the goal setting activity sheet and writes her three goals: Think maths is fun, think maths is easy , think, I can do hard maths. For the section on how do you achieve your goals? she writes: listen to teacher, try hard, ask questions. C5 copies what is written on the white board for the last section on the sheet.

C5 flops down on a cushion on the floor and looks around the room while the teacher is talking. C5 stands up and sits on a chair and asks the child next to her "what do we have to do?" The teacher hears the question and repeats the instructions. This activity is writing and illustrating one important strategy that the children have learned on the course. C5 draws a picture of herself sitting at a desk working with a pencil. C5 writes in capital letters: I CAN DO HARD WORK. C5 is keen to show her work to the group.

C5 lies on a cushion to listen to the story the teacher is reading. C5 sits up to join in the affirmation wool ball throwing activity. C5 catches the ball after a child affirms her by saying "I like your laugh". C5 throws the ball affirming another child by saying "You are good at painting". C5 waves to her mother as she walks through the door. C5 turns and talks to C4 sitting next to her. C5 stops talking when the teacher speaks and starts handing out course participation certificates. C5 thanks the teacher when handed the certificate. C5 stands and walks with C4 over to where the celebration cake has been placed and takes a slice. They stand together and eat the cake. C5 leaves with C4 and both parents.