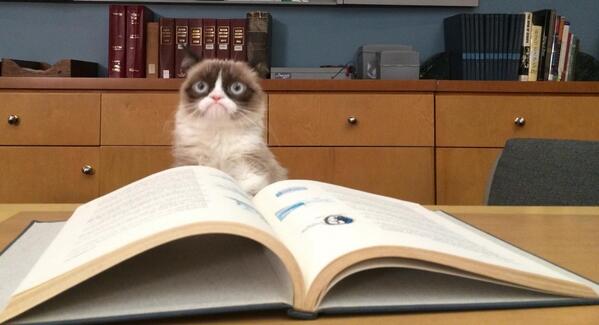
**11 PSYCHOLOGY EMOTIONAL INTELLIGENCE LAB REPORT TASK 2015**



Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Form:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: Miss Cerny Due date: Monday 21st May 2015

**Broad context:** Contemporary issues.

**Task type:** Investigation.

**Key concepts:** Heredity.

Emotional intelligence.

Multiple intelligence.

General intelligence.

Impact of the presence of others on individual behaviour.

Role of language in initiating, maintaining and regulating friendships.

Research designs.

**Overview:**

*We can trace a small part of human behaviour to natural selection and the evolution of the species, but the greater part of human behaviour must be traced to the contingencies of reinforcement, especially to the very complex social contingencies we call cultures. Only when we take those histories into account can we explain why people behave the way they do. (Skinner 1989).*

Eysenck (1986) found aggressiveness to be partially hereditary. He assessed more than 500 monozygotic and dizygotic twin pairs on assertiveness and aggressiveness and found high correlations for monozygotic twins for each personality variable. The statistical analyses indicated that nearly 50% of the variance for each personality variable was due to hereditary causes. The data from this study indicates a role for genetic determination in the case of several traits related to aggression.

However, in another study of children adopted at birth, aggressiveness in the children was significantly related to antisocial behaviour in their biological parents. The study also found that the children’s aggressive behaviour correlated with the adopted parents’ parenting practices, which suggests a complex interaction of environment and heredity.

Does a person’s intellectual ability (IQ) – that is, their ability to act purposefully, think rationally and deal effectively with the environment – influence the type of behaviour a person may display? Does emotional intelligence (EQ) influence behaviour (e.g. aggressive behaviour)? Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, learn from, manage and understand emotions.

**Task:**

The task is to investigate emotional intelligence and aggressive behaviour. Table 1 consists of hypothetical data. The correlation coefficient between the two variables, EQ and verbal aggression, has ben calculated for you. You will use the data to develop a hypothesis, develop a research proposal, research design, construct a graph to visually present the data, interpret it and discuss possible factors that might affect the relationship between the two variables. Your conclusion will contain suggestions about possible future research in this area.

**Hand in the following stapled together in this order:**

⬩ This assessment booklet.

⬩ Your typed-up final lab report.

⬩ Your hand-written or typed-up draft of your lab report proofread and checked by your teacher.

⬩ Hand-written notes on intelligence, the impact of the presence of others on individual behaviour and the role of language in initiating, maintaining and regulating relationships.

**An emailed version of your final copy is also required by 5pm on the due date.**

**What you need to do:**

1. Read chapter 8 and 9 of your textbook and write notes.

2. Table 1 below shows the results you will use for your lab report.

*Table 1: EQ (emotional intelligence) and verbal aggression of secondary students at Sunshine College*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Participant | Age | Gender | EQ | Verbal aggression  Swear words said in 48 hours |
| 1 | 13 | M | 67 | 31 |
| 2 | 13 | M | 114 | 3 |
| 3 | 13 | M | 85 | 25 |
| 4 | 14 | M | 106 | 2 |
| 5 | 14 | M | 109 | 6 |
| 6 | 14 | M | 111 | 23\* |
| 7 | 15 | M | 128 | 0 |
| 8 | 15 | M | 117 | 2 |
| 9 | 16 | M | 69 | 24 |
| 10 | 17 | M | 100 | 14 |

Correlation coefficient is r=-0.7

Note: EQ scores have been standardised and represent a normal distribution where EQ of 100 is the norm or

average for the population.

\* Different trend in the data from what you would expect.

3. Interpret the correlation coefficient r=-0.7 (instructions on page 4 of this booklet). The interpretation will be included in the **discussion section** of your lab report.

4. As a class, brainstorm how you can record the data graphically.

5. Interpret and evaluate the results in table 1 in relation to your hypothesis, the correlation (relationship) between variables and known intelligence theories, e.g. multiple intelligences, emotional intelligence.

Consider that there are a number of components to emotional intelligence: emotional sensitivity, emotional memory, emotional processing and problem-solving ability, and emotional learning ability.

6. As a class, discuss the design of this research (age range, gender balance, sample size, method of selection of participants etc.) and comment on its reliability and validity.

7. Present the research findings (linked to your own hypothesis) as a lab report (up to a maximum of 1000 words).

8. Produce a draft and show it to the teacher. (Draft copy due by the end of week 4).

9. Reflect on your work and complete the self-reflection page in this booklet.

**Resources:**

⬩ You can search on Wikipedia and then explore the references they used, these are found at the bottom of the page. Remember you cannot use a Wikipedia page itself as a reference.

⬩ Become a member of the State Library of Western Australia so you can access online journals and e-books for free.

*The journal articles below are a good place to start and are located on Coneqt.*

An Investigation into the Efficiency of Empathy Training Program on Preventing Bullying in Primary Schools

Brief report - Emotional Intelligence, Victimisation and Bullying in Adolescents.

Effects of an Emotional Intelligence Intervention on Aggression and Empathy Among Adolescents.

Emotional Intelligence and Criminal Behaviour.

Relationship between Emotional Intelligence and Aggression: a Systematic Review

Social Intelligence - Empathy - Aggression?

Relationships Between Adolescent Girls’ Social Emotional Intelligence and their Involvement in Relational

Aggression and Physical Fighting.

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**Plagiarism:**

You must write in your own words not copy sentences word for word from another student or another source.

Plagiarising = instant zero on assignment and you will have to re-do it.

**Referencing:** psychology booklet 4 shows you have to reference correctly.

**Assessment policy:**

Have sick note/legitimate reason from parent = new negotiated due date.

Assignment not submitted on due date and no sick note from parents = -20% mark

Assignment not submitted on new negotiated due date = -40% mark

+ Letter home to parents.

+ Must attend academic completion to complete assignment.

**OR**

Submit assignment to student services before academic completion date and academic completion not necessary.

Academic completion not attended = zero on assignment + Saturday detention.

**If you know that you cannot submit your assignment on the due date, let your teacher know BEFORE the due date (email them if you are not in school) or just email them your assignment the night before and bring the hard-copy in the next day you are at school.**

**How to interpret a correlation coefficient**

Read these statements:

The older I get, the worse my memory gets.

The more you give children, the more they want.

In each of these statements a relationship between two variables is proposed.

This relationship can be in either of two directions:

a) As one **variable increases**, so does the other. Like this one:

The more papers you have to deliver, the longer it takes you.

*This is called a positive correlation.*

b) As one **variable increases**, the other **decreases**. For example:

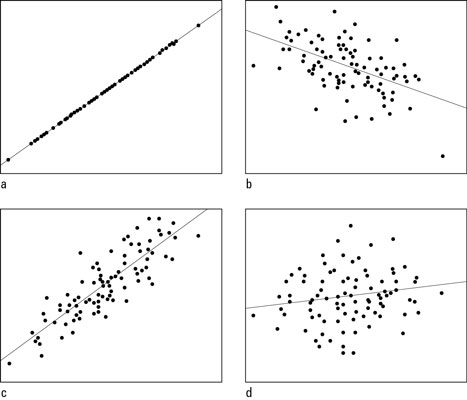
The more papers you have to carry, the slower you walk.

*This is called a negative correlation.*

**Correlation coefficient**: a statistical measure of the direction and strength of a correlation, which is symbolised by the letter r.

The strength of the relationship between two variables is expressed by a number between +1, which indicates a perfect positive correlation, through 0, which indicates no correlation, to -1, which indicates a perfect negative correlation. In statistics, the correlation coefficient *r* measures the strength and direction of a linear relationship between two variables on a scatterplot. The value of *r* is always between +1 and –1. To interpret its value, see which of the following values your correlation *r* is closest to:

**🞟 Exactly** –**1.** A perfect downhill (negative) linear relationship.

**🞟** –**0.70.** A strong downhill (negative) linear relationship.

**🞟** –**0.50.** A moderate downhill (negative) relationship.

+1.00

**🞟** –**0.30.** A weak downhill (negative) linear relationship.

**🞟 0.** No linear relationship.

**🞟 +0.30.** A weak uphill (positive) linear relationship.

**🞟 +0.50.** A moderate uphill (positive) relationship.

-0.50

**🞟 +0.70.** A strong uphill (positive) linear relationship.

**🞟 Exactly +1.** A perfect uphill (positive) linear relationship.

Comparing Figures (a) and (c), you see Figure (a) is nearly a perfect uphill straight line, and Figure (c) shows a very strong uphill linear pattern (but not as strong as Figure (a).

+0.15

+0.85

Figure (b) is going downhill but the points are somewhat scattered in a wider band, showing a linear relationship is present, but not as strong as in Figures (a) and (c).

Figure (d) doesn’t show much of anything happening (and it shouldn’t, since its correlation is very close to 0).

Many people make the mistake of thinking that a correlation of –1 is a bad thing, indicating no relationship. Just the opposite is true! A correlation of –1 means the data are lined up in a perfect straight line, the strongest negative linear relationship you can get. The “–” (minus) sign just happens to indicate a negative relationship, a downhill line.

How close is close enough to –1 or +1 to indicate a strong enough linear relationship?

**Student self-reflection**

1. Write down whether or not you had any difficulties with this work.

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2. Did you find the task easy? If so, what made it easy?

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3. Explain whether or not you need to go back over this work again.

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4. What areas would you like to go over again with your teacher?

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5. Did you use the marking key as a checklist to make sure every section was complete? 🞏 YES 🞏 NO

6. Did you have a parent/friend proofread and check your work? 🞏 YES 🞏 NO

7. Did you have your psychology teacher proofread and check your work? 🞏 YES 🞏 NO

8. 🞏 I did my best on this task OR 🞏 I could do better next time

|  |  |  |  |
| --- | --- | --- | --- |
| **Content** | **Description** |  | **Mark** |
| Title | Explains what the investigation is about (includes independent and dependent variable).  Correct structure of title (centered, main words capitalized). | 1  1 |  |
| Abstract | Very brief aim in one sentence.  Short description of participants and their characteristics.  Short description of the procedure (what the participants did, how data was collected and statistical procedures such as interpreting correlations).  Short summary of results.  Statement claiming whether hypothesis was supported or not supported.  Short summary of conclusion.  Correct structure of abstract (correct order of information, in past tense). | 1  1  1  1  1  1  1 |  |
| Introduction | Explained background knowledge.  Past research referred to in this field - minimum of two studies.  Includes correctly written citations.  Explanation as to why previous work is not sufficient.  Operational hypothesis.  Correct structure of introduction (correct order of information, correct tense used). | 1  2  1  1  2  1 |  |
| Method | Participants:  Details of the sample (from what population they were drawn, how they were selected).  Number of participants used.  Ages and genders of participants.  Materials: description of items used to conduct study.  Design: stated operationalized independent variable and operationalized dependent variable.  Procedure: includes all the steps completed in the experiment.  Correct structure of method (in sentences, correct order of information, in past tense). | 1  1  1  1  1  1  1 |  |
| Results | Findings explained in words (refer to table/graph in the text).  Graph (minus 1 mark for each incorrect or missing part).  Correct structure of results (titles in correct positions, in past tense). | 2  5  1 |  |
| Discussion | Statement claiming whether or not results support the hypothesis.  Compared findings to those in past research discussed in intro and explain any differences in results (remember to refer to your interpretation of the correlation coefficient).  Mentioned publications are correctly cited.  Discussed uncontrolled variables, how they may have affected results, suggestions on aspects of study design and procedure that could be improved to get better results - minimum of 2 aspects.  Suggestions about possible future research in this area.  Conclusion of what the study showed.  Correct structure of discussion - correct order, correct tense used. | 1  1  1  6  1  1  1 |  |
| References | Minimum of two references.  Minimum of two different types of sources of information.  Referenced according to the APA format (found in booklet 4).  Correct structure of reference list (indentations, correct spacing, no hyperlinks, in alphabetical order). | 1  1  1  1 |  |
| Appendices | Includes all individual appendices relevant to research paper.  Correct structure of appendices. | 1  1 |  |
| Presentation | Correct spelling and grammar.  Correctly structured cover page.  Times New Roman font, 12 point, 1.5 line spacing.  Formal and scientific language used (no personal language, no slang or contracted words).  Page numbers at bottom of pages.  Left and right sides of page indented by 3cm.  Word count between 1000-1500 (not including references or appendices).  Hand-written notes from text book chapters 8 and 9 is included.  Typed or hand-written draft is included with evidence of being proofread by teacher.  Self-reflection is complete. | 1  1  1  1  1  1 1  1  1  1 |  |
| **Total mark** | | 60 |  |

Mark as percentage: %

Teacher’s comments:

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