

THE EMOTIONAL INTELLIGENCE OF YOUNG INDIVIDUALS BASED ON SITUATIONAL TEST OF SOCIO-EMOTIONAL COMPETENCES (CSE)

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ABSTRACT

Emotional intelligence (EI), as an eye-catching concept, has attracted a lot of attention in the past few decades. This concept has been studied in terms of its relationship with behavioral variance. However, it has not been well documented on its connection with Socio-Emotional Competences (CSE). The present paper is an attempt to focus on emotional intelligence through a historical perspective and then the article is focused on the current scientific status of emotional intelligence from the psycho-social perspective which more specifically deals with socio-emotional competences (CSE).

Keywords: Emotional Intelligence (EI), Situational Test of Socio-Emotional Competences (CSE), Young Individuals

INTRODUCTION

Emotional Intelligence (EQ or EI) is a term utilized by many scholars in different domains such as education and psychology. The relationship between EI and mental health, job performance, and leadership skills have been already studied and such findings have been reported to affect ones' general intelligence (Cavazotte, Moreno, & Hickmann, 2012). Historical and scientific issues related to research on emotional intelligence have been surveyed and the results have shown that "EI in the work setting cannot be made under the scientific mantle" (Landy, 2005, p. 411). However, other studies show that emotional intelligence meets the classical criteria of a standard intelligence (Mayer, Caruso, & Salovey, 1999). The relationship between emotional intelligence and social competence among young learners has asserted the potential utility of EI in the context of academic institutions (Gil-Olarte Márquez, Palomera Martín, & Brackett, 2006). The relationship between EI and behavioral competence, as a positive youth development construct, has been well documented (Ma, 2006). Likewise, young children's social and emotional competence has been surveyed (Domitrovich, Cortes, & Greenberg, 2007). The correlations between emotional intelligence, personality, and the perceived quality of social relationships have also been proved (Lopes, Salovey, & Straus, 2003). Nevertheless, almost no account of emotional intelligence of young individuals based on Situational Test of Socio-emotional Competences (CSE) has been recorded in the related literature. The present paper is an attempt to discuss previous studies which have focused on the situational tests or the components related to EI. Then it intends to represent their findings and reveal the gap which should be worked out in future research.

Emotional Intelligence: A Historical Perspective

The term EQ was coined by Bar-On (1988, as cited in Ahangar, 2012) and can be traced to early studies in the 1920s (Bar-On & Parker, 2000). The concept of 'social intelligence' was introduced by Thorndike (1920, as cited in Landy, 2005), who defined it, as the ability to understand and manage people to act wisely in human relations. The concept of EI grew out of this particular definition, which influenced how EI was understood and conceptualized. In

the early 1980s, scholars began to systematically conceptualize the idea of EI. Notably, Gardner (1983) initiated the theory of multiple intelligences and proposed that intrapersonal and interpersonal intelligence are as important as the type of intelligence typically measured by Intelligence Quotient (IQ) and related tests and after that (Salovey & Mayer, 1990) introduced the term EI and defined it as the ability to deal with emotions. Then the concept of EI was made popular by Goleman (1995) with his famous book *Emotional Intelligence*. Goleman explains that IQ is considered to account for approximately 20% of the factors that determine life success, and he argues that EI can account for the remaining factors. The importance of emotional intelligence is emphasized because human relations in organizations are affected by emotional factors more than by rational factors (Ahangar, 2012).

Emotional Intelligence: Definition

Various definitions of EI have been proposed; Salovey and Mayer (1990) defined emotional intelligence as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (p.185). Salovey and Mayer (1997) revised the definition to complement it. They defined emotional intelligence as "the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (p. 3). Martinez (1997) refers to emotional intelligence as being: an array of non-cognitive skills, capabilities and competencies that influence a person's ability to cope with environmental demands and pressures. Goleman (2006) defines Emotional intelligence (EI) as "the capability of individuals to recognize their own and other people's emotions, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one's goal(s)" (p.6). Another definition is given by Bar-On (1997) that EI is a kind of multiple-level ability that crosses over self-emotions and social composition, and had focused on non-cognitive capabilities that influence one's ability to succeed in life (e.g., Bar-On, Maree, & Elias, 2007). Research has indicated that individuals with higher level of EI are more likely to experience performance related success than individuals with lower levels of EI (Goleman, 1995). Schmidt and Hunter (2000) defined intelligence as the "ability to grasp and reason correctly with abstractions (concepts) and solve problems" (p. 3). Mayer and Cobb (2000) propose that emotional intelligence consists of "four branches of mental ability: a) emotional identification, perception and expression, b) emotional facilitation of thought, c) emotional understanding, and d) emotional management.

Conceptualizations of Emotional Intelligence

Two main conceptualizations of EI are explored and there is growing consensus on two models: (a) the "ability model", measuring maximal performance (Mayer, Salovey, & Caruso, 2000b) and (b) the "trait model", measuring typical performance (Petrides & Furnham, 2000, 2001). The first model, perceives EI as a form of pure intelligence that is, EI concerns an individual's capacity to reason about emotions and to process emotional information to enhance cognitive processes and regulate behavior. Petrides, Pita, and Kokkinaki (2007) delineated trait EI, or emotional self-efficacy, assesses an individual's belief in their emotional abilities, and is defined as "a constellation of emotional self-perceptions located at the lower levels of personality hierarchies" (p. 273).

The second model, the "ability approach", uses maximum performance measures to assess individual differences in the interface of emotion with cognitive processes (Mayer, et al., 2000b). The ability measure of EI correlates only modestly with other forms of cognitive

ability (Mayer, Salovey, & Caruso, 2000a). Mayer, Roberts, and Barsade (2008) used an ability performance-based test to assess emotional intelligence and reported mixed results with positive effects found only in a few of the emotional abilities examined. EI can help executives in an ever more difficult leadership role, one that fewer and fewer people seem capable of fulfilling. Moreover, it has been asserted that in the middle of the problems and issues, especially when people have to make decisions, high emotional intelligence can provide individuals with a competitive edge (Lopes, et al., 2003).

Emotional Intelligence: Social and Emotional Development

One of the almost novel ideas presented in the emotional intelligence literature is the relationship between EI and socio-emotional competences of children. Among recent works on emotional intelligence one can refer to Halle and Darling-Churchill's (2016) study which reviewed measures of social and emotional development and covered the key literature on social and emotional development organized around four commonly used subdomains: social competence, emotional competence, behavior problems, and self-regulation. As they proposed emotional intelligence enjoys a specific competence which is connected to other competences such as social competence. Likewise, Jones (2016) who studied the influence of adverse childhood experiences, behavioral and emotional functioning and social context on social competence in the foster care youth population found that both behavioral and emotional factors affect the social competence of foster care children. Teachers' awareness of the role of emotional intelligence was found to play a significant role in the academic experiences of economically disadvantaged students (Harmon-Robins, 2016). This way the role intelligence could play in the academic experiences of poor students was highlighted. Parhomenko (2014) surveyed diagnostic methods of socio-emotional competence (SEC) in children. She proposed "the need of developing a complex approach to evaluation of children SEC considering the age characteristics, child's development situation, participation of adults who constantly interact with the child, implementing the principle of unity of diagnosis and correction for further work" (p. 329). The present study is an attempt to review the previous studies related to emotional intelligence of young individuals based on situational test of socio-emotional competences (CSE)

Empirical Research on Emotional Intelligence and Situational Test of Socio-Emotional Competences (CSE)

Roberts, Zeidner, and Matthews (2001) surveyed if emotional intelligence could meet traditional standards for an intelligence. They conducted a multivariate investigation with the performance-based, Multi Factor Emotional Intelligence Scale (MEIS) (Mayer, et al., 1999) in which 704 participants also completed the Trait Self-Description Inventory (TSDI, a measure of the Big Five personality factors), and the Armed Services Vocational Aptitude Battery (ASVAB, a measure of intelligence). Results were equivocal. Although the MEIS showed convergent validity (correlating moderately with the ASVAB) and divergent validity (correlating minimally with the TSDI), different scoring protocols (i.e., expert and consensus) yielded contradictory findings. Analyses of factor structure and subscale reliability identified further measurement problems. Overall, it was reported as questionable whether the MEIS could operationalize EI as a reliable and valid construct.

Mayer, Salovey, Caruso, and Sitarenios (2003) attempted to measure emotional intelligence with the MSCEIT. Using the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), the authors examined (a) whether members of a general standardization sample and emotions experts identified the same test answers as correct, (b) the test's reliability, and (c) the possible factor structures of EI. Twenty-one emotions experts endorsed many of the same answers, as did 2,112 members of the standardization sample, and exhibited superior

agreement, particularly when research provided clearer answers to test questions (e.g., emotional perception in faces). The MSCEIT achieved reasonable reliability, and confirmatory factor analysis supported theoretical models of EI. These findings help clarify issues raised in earlier articles published in emotion.

Muris, Meesters, and Fijen (2003) investigated the reliability and validity of the self-perception profile for children and found that 330 college students took an ability test of EI, a measure of the Big Five personality traits, and provided information on Life Space scales that assessed an array of self-care behaviors, leisure pursuits, academic activities, and interpersonal relations. Women scored significantly higher in EI than men. EI, however, was more predictive of the Life Space criteria for men than for women. Lower EI in males, principally the inability to perceive emotions and to use emotion to facilitate thought, was associated with negative outcomes, including illegal drug and alcohol use, deviant behavior, and poor relations with friends. The findings remained significant even after statistically controlling for scores on the Big Five and academic achievement. In this sample, EI was significantly associated with maladjustment and negative behaviors for college-aged males, but not for females.

Brackett, Mayer, and Warner (2004) evaluated the discriminant, criterion and incremental validity of an ability measure of EI. College students (N=330) were given College Student Life Space Scale (CSLSS) with the reliabilities ranging from $\alpha=0.62$ to 0.88 ($M=0.81$), Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) with a split-half reliability of ($r=0.90$). They also measured the Big Five personality traits: neuroticism ($\alpha =0.85$), extraversion ($\alpha =0.84$), intellect ($\alpha =0.80$), agreeableness ($\alpha =0.82$), and conscientiousness ($\alpha=0.80$). This investigation evaluated the discriminant, criterion and incremental validity of a capacity measure of passionate knowledge (EI). Undergrads (N=330) took a capacity trial of EI, a measure of the Big Five identity attributes, and gave data on Life Space scales that evaluated a variety of self-mind practices, relaxation interests, scholarly exercises, and relational relations. Ladies scored altogether higher in EI than men. EI, be that as it may, was more prescient of the Life Space criteria for men than for ladies. Lower EI in guys, primarily the failure to see feelings and to utilize feeling to encourage thought, was related with negative results, including illicit medication and liquor utilize, degenerate conduct, and poor relations with companions. The discoveries stayed noteworthy even after factually controlling for scores on the Big Five and scholastic accomplishment. In this example, EI was essentially connected with maladjustment and negative practices for school matured guys, yet not for females.

Gil-Olarte Márquez, Palomera Martín, and Brackett (2006) studied the relationship among emotional intelligence, social competence, and academic achievement in high school students and found that "the MSCEIT was discriminable from well-established measures of personality and intelligence. The test was also moderately related to social competence and predicted students' final grades. Most of the findings remained significant after personality and academic intelligence were statistically controlled". (p. 118).

Petrides, Sangareau, Furnham, and Frederickson (2006) investigated trait emotional intelligence and children's peer relations at school. Their 160 participants were asked to nominate classmates who fitted each of seven distinct behavioural descriptions (co-operative, disruptive, shy, aggressive, dependent, leader, and intimidating). Students with high trait EI grades were given more nominations for co-operation and leadership and less nomination for aggression, disruption, and dependence. Factor analysis of the results indicated that high trait EI students scored higher on the pro social factor and lower on the antisocial factor.

Mavroveli, Petrides, Rieffe, and Bakker (2007) investigated trait emotional intelligence, psychological well-being and peer-rated social competence in adolescence. They investigated the relationship between trait EI and four distinct socio-emotional criteria on a sample of Dutch adolescents (N = 282; 136 girls, 146 boys; mean age = 13.75 years). As hypothesized, trait EI was positively associated with adaptive coping styles and negatively associated with depressive thoughts and frequency of somatic complaints. It was also negatively associated with maladaptive coping styles, in boys only. Adolescents with high trait EI scores received more nominations from their classmates for being co-operative and girls gave significantly more nominations to classmates with high trait EI scores for having leadership qualities. Operationalization of trait emotional self-efficacy in adolescent was focused on.

Ulutaş and Ömeroğlu (2007) investigated the effects of an emotional intelligence education program on the emotional intelligence of children. The sample group were 6-year-old children attending preschool classes (N = 120). A subgroup of 40 students attended a 12-week emotional intelligence program. After 12 weeks the children were measured using the Sullivan Emotional Intelligence Scale (Sullivan, 1999); results showed that an emotional intelligence education program contributed significantly to children's emotional intelligence levels.

Mavroveli, Petrides, Sangareau, and Furnham (2009) explored the relationships between trait emotional intelligence and objective socio-emotional outcomes in childhood. The results revealed that trait EI scores were positively related both to peer-rated pro-social behavior and to overall peer competence. They also predicted emotion perception accuracy beyond overall peer competence. As hypothesized in trait EI theory, the construct was unrelated to IQ (Raven's matrices) and academic performance. Trait EI was successfully operationalized through the TEIQue -CF and had important and multifaceted implications for the socialization of primary schoolchildren.

The study performed by Sala-Roca, Biarnés, García, and Rodríguez (2009) aimed to indicate the situation of young individuals after residential care. The directors of 36 finalist residences were interviewed and they provided information about 143 young individuals who left there between 2-5 years earlier than usual and who did not have mental deficiency. The majority of the youngsters arrived in the residence after they were 12 years of age because of family negligence. The youngsters scored highest with regards to autonomy and lowest for emotional control. Abilities were observed to be identified with the cause of protection. Half of the sample were unstable from an emotional perspective and had not finished high school. Subsequent to leaving the foster care residence, 33% of the youngsters went to live with their family, and another third decided to live in assisted flats. Girls had a tendency to live with their parents more than boys; and boys had a tendency to live with their family more than girls. 65.7% of these young individuals were provided with work training yet only 59.9% worked; the vast majority of them in occupations that did not need specific qualifications. In addition, 30.4% of girls gave birth to their children at a young age.

Poulou (2010) studied the role of trait emotional intelligence and social and emotional skills in students' emotional and behavioral strengths and difficulties among Greek adolescents and found that "students with higher trait emotional intelligence and stronger social and emotional skills were less likely to present emotional, conduct, hyperactivity and peer difficulties and more likely to present pro-social behavior" (p. 30).

Esturgó-Deu and Sala-Roca (2010) analyzed the connection between disruptive behaviors and the emotional abilities in primary schools. To perform the study, the two constructs were assessed in 1422 students aged between 6 and 12 at eleven training centers utilizing EQIjv. No connection was discovered between disruptive behaviors and age, yet one was found for

sex and emotional abilities as boys displayed more problematic behaviors than girls. Nevertheless, there was a significant connection between behaviors and the general index of emotional intelligence. The most associated capacities were stress management and interpersonal relations.

Davis and Humphrey (2012) investigated the influence of EI on coping and mental health in adolescence. Results showed that while EI influences mental health by flexible selection of coping strategies, trait EI modifies coping effectiveness; particularly, high levels of trait EI strengthen the beneficial effects of active coping and reduce the effects of avoidant coping to minimize symptomatology.

Sala-Roca, Biarnés, García, and Sabates (2012) aimed to investigate the socialization procedure and social support networks of out-of-care young individuals in Catalonia (Spain). Twenty-one young individuals were interviewed with respect to the contribution of residential centers to their educational experience, their friends, their leisure time and their first social experiences after coming of age: housing, emotional relationships and setting up a family. Descriptive analysis scales were used to analyze the data qualitatively. Data demonstrated that human connections at home and leisure time are essential assets; and that homes must endeavor to help adolescents with their academic learning by giving personalized help. The youngsters that were successful in their sociolaboral insertion indicated superior adaptability and social capacities over young people that had failed.

Zhou and Ee (2012) created a 25-item scale for the Social Emotional Competence Questionnaire (SECQ) that characterized five aspects of SEC: self-awareness, social awareness, self-management, relationship management, and responsible decision-making. A series of four investigations were reported with regard to the development and validation of the measure. Confirmatory factor analyses of the responses of 444 fourth-graders indicated a satisfactory fit of the model (self-awareness $\alpha = .62$; social awareness $\alpha = .72$; self-management relationship $\alpha = .68$; management $\alpha = .62$; responsible decision-making $\alpha = .72$). Zhou and Ee (2012) developed and validated the social emotional competence questionnaire (SECQ) as a reliable and valid measure of children's and adolescents' social emotional competence. Brasseur, Grégoire, Bourdu, and Mikolajczak (2013) specified the profile of emotional competence (PEC) and developed and validated "a self-reported measure that fits dimensions of emotional competence theory" (p.626).

Oriol, Sala-Roca, and Filella (2014) investigated the challenges of young people in residential care in Catalonia (Spain). The Emotional Quotient Inventory (EQ-I) was given to 30 youngsters in residential care and the outcomes were compared with those acquired from a group of 89 youngsters from the normative population and a group of 33 youngsters from disadvantaged backgrounds. The purpose was to discover whether contrasts in emotional capabilities were because of the impacts of institutionalization or the disadvantaged family condition. In general, no significant difference was observed in the level of emotional intelligence indicated by the three groups. Nevertheless, the examination by gender indicated contrasts: boys in residential care scored significantly lower than both the normative population and adolescents from the disadvantaged backgrounds on the EQ-i and on the component scale adaptability. Also, they scored significantly lower than the normative group on general mood and lower than the youngsters from the disadvantaged backgrounds on management of stress. On the other hand, there were no differences between girls in residential care and those from the normative population; however, girls in residential care scored higher than their partners from the disadvantaged backgrounds on the total EQ-i and also on the scales Interpersonal and adaptability.

Śmieja, Orzechowski, and Stolarski (2014) designed the Test of Emotional Intelligence (TIE) as a new ability scale based on a hypothetical model that defines EI as a group of skills responsible for the processing of emotion-related information. The validation study indicated that the TIE is a reliable and valid test, appropriate for scientific research and individual assessment.

Franco, Beja, Candeias, and Santos (2017) analyzed the relationship between emotion understanding and school achievement in children of primary school. Test of Emotion Comprehension, Colored Progressive Matrices of Raven, Socially Action and Interpersonal Problem Solving Scale were utilized. The structural equation model showed the relationship between the emotion understanding and school performance depends on designated social competence. One of the almost novel ideas presented in the emotional intelligence literature is the relationship between EI and socio-emotional competences of children and adolescents. Table 1 illustrates the results of meta-analysis carried out in the present study which portrays EI of young learners according to CSE.

CONCLUSION

Covering 17 articles related to emotional intelligence, the present researchers came to know that investigation of EI and socio-emotional competences of children is yet in the infancy stage and requires more attention, irrespective of just a few studies conducted in this area so far; i.e., development and validation of the social emotional competence questionnaire (SECQ) (Zhou & Ee, 2012) and self-reported measure of emotional competence (Brasseur, et al., 2013). The present study reviewed all the available previous studies related to emotional intelligence of young individuals based on situational test of socio-emotional competences (CSE) and found that this stage of research requires specific attention.

Table 1. Emotional intelligence of young learners based on Situational Test of Socio-emotional Competences

Study	Population/ Sample	Research Question(s)	Test	Reliability and Validity
Roberts, R. D., Zeidner, M., & Matthews, G. (2001). Does emotional intelligence meet traditional standards for an intelligence? Some new data and conclusions. <i>Emotion, 1</i> (3), 196-231.	Participants were 704 USAF trainees, the majority of whom were male (89%). Participants ranged from 17 to 23 years of age (M=19.74, SD=2.21).	Does emotional intelligence meet traditional standards for an intelligence?	Multi-Factor Emotional Intelligence Scale (MEIS)	MEIS showed convergent validity (correlating moderately with the ASVAB) and divergent validity (correlating minimally with the TSDI)
Mayer, J. D., Salovey, P., Caruso, D. R., & Sitarenios, G. (2003). Measuring emotional intelligence with the MSCEIT V2. <i>Emotion, 3</i> (1), 97-105.	2,112 adult respondents, aged 18 or older	1. Do members of a general standardization sample and emotions experts identify the same MSCEIT test answers as correct? 2. To what extent is this test reliable?	The Mayer–Salovey–Caruso Emotional Intelligence Test (MSCEIT)	The MSCEIT full-test split-half reliability is $r(1985) = .93$ for general and .91 for expert consensus scoring.
Muris, P., Meesters, C., & Fijen, P. (2003). The self-perception profile for children: Further evidence for its factor structure, reliability, and validity. <i>Personality and Individual Differences, 35</i> (8), 1791-1802.	1143 children (532 boys and 611 girls) recruited from six primary and one secondary school in the southern part of The Netherlands. Mean age of the children was 11.2 years (S.D.=1.0, range 8–14 years)	Is the Self-Perception Profile for Children (SPPC) a valid and reliable instrument?	SPPC	Internal consistency of the SPPC with Cronbach’s alphas was between 0.73 and 0.81 Validity: SPPC correlated in a theoretically meaningful way with child-, parent-, and teacher-reports of psychopathology and personality.
Brackett, M. A., Mayer, J. D., & Warner, R. M. (2004). Emotional intelligence and its relation to everyday behaviour. <i>Personality and Individual Differences, 36</i> (6), 1387-	N=330; 241 females, 89 males between 17 and 20 years old	Are there any relations between the MSCEIT and self-reported behaviours that are potential	College Student Life Space Scale (CSLSS) Mayer–Salovey–Caruso Emotional Intelligence Test	Reliabilities ranging from alpha=0.62 to 0.88 (M=0.81) Split-half reliability ($r=0.90$)

1402.		expressions of EI?	(MSCEIT) Big Five personality traits Academic ability	Neuroticism ($\alpha = 0.85$) Extraversion ($\alpha = 0.84$) Intellect ($\alpha = 0.80$) Agreeableness ($\alpha = 0.82$) Conscientiousness ($\alpha = 0.80$) Verbal SAT scores ($M = 533.33$, $S.D. = 71.78$) College grade-point averages ($M = 2.89$, $S.D. = 0.58$)
Gil-Olarte Márquez, P., Palomera Martín, R., & Brackett, M. A. (2006). Relating emotional intelligence to social competence and academic achievement in high school students. <i>Psicothema</i> , 18, 118-123.	77 High school students (38 females, 39 males) aged between 14-17	Is EI, measured as a mental ability with the MSCEIT, associated with a wide range of social competencies, and predictive of school success using end-of-the-year school grades in a sample of high-school students?	MSCEIT contains 141 items that are answered in approximately 35 minutes. The test consist of eight tasks, which are divided into four classes or ranches of abilities including (a) perceiving emotion, (b) using emotion to facilitate thought, (c) understanding emotion, and (d) managing emotion.	MSCEIT scores were correlated with the Big Five traits and general intelligence. With respect to the Big Five, the MSCEIT was significantly correlated with Agreeableness $r = .36$, $p \leq .01$ and Intellect ($r = .36$, $p \leq .01$), but not with Neuroticism, Extraversion and Conscientiousness.
Petrides, K. V., Sangareau, Y., Furnham, A., & Frederickson, N. (2006). Trait emotional intelligence and children's peer relations at school. <i>Social Development</i> , 15(3), 537-547.	One hundred and sixty (83 girls and 77 boys) year six pupils from state primary schools and mean age for the sample was 10.8 years ($SD = 0.43$ years)	1. Would children with high trait EI scores receive more nominations for being co-operative? 2. Would children with high trait EI scores receive fewer nominations for being disruptive? 3. Would Children with high trait EI scores receive fewer nominations for being aggressive?	Trait Emotional Intelligence Questionnaire—Adolescent Short Form (TEIQueASF) 'Guess Who' Peer Assessment Technique	Internal consistency reliability of the scale on this sample was .84. Coefficients ranging from 0.58 to 0.86

<p>Mavroveli, S., Petrides, K. V., Rieffe, C., & Bakker, F. (2007). Trait emotional intelligence, psychological well-being and peer-rated social competence in adolescence. <i>British Journal of Developmental Psychology</i>, 25(2), 263-275.</p>	<p>282 children (146 boys and 136 girls), ranging in age from 11 to 15 years with a mean of 13.87 years (SD = 0:75).</p>	<p>Will trait EI show a negative relationship with depression, somatic complaints and maladaptive coping styles and a positive relationship with adaptive coping styles?</p>	<p>Trait Emotional Intelligence Questionnaire-Adolescent Short Form (Translated)</p> <p>Utrechtse Coping Lijst voor Adolescenten (coping styles in adolescence)</p> <p>Children's Depression Inventory</p> <p>Somatic Complaints List</p>	<p>Internal consistency=.81</p> <p>Internal consistency=.81</p> <p>Internal consistency=.84</p> <p>Internal consistency=.80</p>
<p>Ulutas, I., & Ömeroglu, E. S. R. A. (2007). The effects of an emotional intelligence education program on the emotional intelligence of children. <i>Social Behavior and Personality</i>, 35(10), 1365-1372.</p>	<p>6-year-old children attending preschool classes (N = 120) in Ankara, Turkey.</p>	<p>Does an emotional intelligence education program have any effect on the emotional intelligence of children?</p>	<p>Sullivan Emotional Intelligence Scale</p>	<p>Validity (a = 0.68 - 0.90)</p> <p>Reliability (.97-.99).</p>
<p>Mavroveli, S., Petrides, K. V., Sangareau, Y., & Furnham, A. (2009). Exploring the relationships between trait emotional intelligence and objective socio-emotional outcomes in childhood. <i>British Journal of Educational Psychology</i>, 79(2), 259-272.</p>	<p>140 children aged between 8 and 12 years (M = 9.26 years, SD=1.00 year; 63 girls) from two English state primary schools</p>	<p>Is there any relationship between trait emotional intelligence and objective socio-emotional outcomes in childhood?</p>	<p>Pupils completed the TEIQue-CF, the standard progressive matrices (SPM), the guess who peer assessment, the social skills training (SST) test, and the assessment of children's emotion skills (ACES) during formal class periods.</p>	<p>Objective socio-emotional criteria, like peer ratings and on-task performance, was a compelling advantage in the examination of the construct validity of the trait EI in children.</p>
<p>Sala-Roca, J., Biarnés, A. V., García, M. J., & Rodríguez, M. (2009). Characteristics and sociolabour insertion of young people after residential care. <i>International Journal of Child & Family Welfare</i>, 1, 22-34.</p>	<p>The directors of 36 finalist residences that care for young people who will come of age in the same center were interviewed</p>	<p>How is the situation of young people after residential care and what are the variables that can affect their sociolaboral insertion?</p>	<p>Centers were asked about the age, the origin and reason for the protection measure. In addition, they were asked to evaluate (between 0 and 5) the young peoples' skills that are related to sociolaboral insertion (autonomy, education, interpersonal relation skills, acceptance of social rules, perseverance in work, emotional regulation and negotiation skills) and to indicate everything that</p>	<p>_____</p>

			they consider to be relevant, as well as if the person in question had some psychologically relevant problem. They were also asked about the destination of the young people after they left the center and evaluate the degree of adjustment to this destination. Finally they were asked for the current situation of the person: work, family situation, housing and problems.	
Poulou, M. S. (2010). The role of Trait Emotional Intelligence and social and emotional skills in students' emotional and behavioural strengths and difficulties: A study of Greek adolescents' perceptions. <i>The International Journal of Emotional Education</i> , 2(2), 30-47.	Five hundred and fifty nine students (294 boys (52.6%) and 265 girls (47.4%)) from state secondary schools of central and south Greece. One hundred and eighty-four students (33.1%) attended the first grade of secondary school, 225 (40.5%) the second grade, and 147 (26.4%) the third grade. The age range of the students in secondary schools was 12-14 years old.	Does Trait Emotional Intelligence and social and emotional skills in students' have an effect on emotional and behavioural strengths and difficulties?	Trait Emotional Intelligence Questionnaire-Adolescent Short Form (TEIQue-ASF)	Evidence of the TEIQue-ASF criterion and incremental validity comes from its administration in British, New Zealand and Spanish populations (Petrides & Furnham 2001; Petrides & Furnham 2003; Petrides et al. 2007a). TEIQue has been translated into Greek, with internal consistency of global trait Emotional Intelligence being 0.89 (Petrides et al. 2007b).
Davis, S. K., & Humphrey, N. (2012). The influence of emotional intelligence (EI) on coping and mental health in adolescence: Divergent roles for trait and ability EI. <i>Journal of adolescence</i> , 35(5), 1369-1379.	772 adolescents (369 females; 403 males) aged 11 to 16 years (M = 13.53 SD = 1.22), recruited from six schools in the West Midlands, UK	1. Does emotional intelligence (EI) have an effect on coping and mental health in adolescence? 2. What are the divergent roles for trait and ability EI?	The Trait Emotional Intelligence Questionnaire-Adolescent Short Form (TEIQue-ASF) The Mayer-Salovey-Caruso Emotional Intelligence Test-Youth Version: Research Edition The Children's Coping Strategies Checklist (CCSC-R1) Depression and disruptive	TEIQue has robust psychometric properties (see Petrides, 2009) and in the present sample $\alpha = .82$. Split-half reliabilities of .67 (perceiving), .81 (using; managing), .86 (understanding) and .90 for total AEI Internal consistency: $\alpha = .55$

			behavior scales	to .69 Test-retest reliability coefficients in the range of .49 to .73 $\alpha = .93$ (depression) $\alpha = .86$ (disruptive behaviour).
Zhou, M., & Ee, J. (2012). Development and validation of the social emotional competence questionnaire (SECQ). <i>The International Journal of Emotional Education</i> , 2, 27-42.	Five hundred and seventy-nine fourth-graders responded to the questionnaire in English. One hundred and thirty-five students' data were incomplete and subsequently removed, leaving a final sample size of 444, with 52.2% being boys.	Can CASEL model cover the most critical aspects of social and emotional competence?	CASEL (Collaborative for Academic, Social, and Emotional Learning) model self-awareness social awareness self-management relationship management responsible decision-making	$\alpha = .62$ $\alpha = .72$ $\alpha = .68$ $\alpha = .62$ $\alpha = .72$
Brasseur, S., Grégoire, J., Bourdu, R., & Mikolajczak, M. (2013). The profile of emotional competence (PEC): Development and validation of a self-reported measure that fits dimensions of emotional competence theory. <i>PLoS One</i> , 8(5), e62635.	5676 participants (4753 women and 923 men, aged 15 to 84 years)	Can a self-reported measure that fits dimensions of emotional competence theory be developed and validated?	Trait emotional intelligence questionnaire (TEIQue SF)	Trait emotional intelligence: internal consistency $\alpha = .74$
Oriol, X., Sala-Roca, J., & Filella, G. (2014). Emotional competences of adolescents in residential care: Analysis of emotional difficulties for intervention. <i>Children and Youth Services Review</i> , 44, 334-340.	a sample of 30 adolescents in residential care and the results were compared with those obtained in a group of 89 young people from the normative population and a group of 33 adolescents from the disadvantaged backgrounds	Are there differences between those in residential care and other young people who are facing difficulties in the family environment but without any measures of protection?	The Emotional Quotient Inventory (EQ-i)	The researchers used the translated and validated versions of the Spanish by Ugarriza (2001).

<p>Śmieja, M., Orzechowski, J., & Stolarski, M. S. (2014). TIE: An ability test of emotional intelligence. <i>PloS one</i>, 9(7), e103484.</p>	<p>2664 females and 1673 males in the sample (missing N=305). The mean age of the sample was 25.47 (SD=9.15, range 16–67).</p>	<p>Is TIE is a reliable and valid test for both scientific research and individual assessment?</p>	<p>Ability Test of Emotional Intelligence: TIE</p>	<p>The overall TIE reliability is $r=.88$ The total score of the TIE correlated with RAPM (N=912) at the level of $r=.35$, $p<.001$, indicating a medium effect size and with the Gc test (N=474) at the level of $r=.26$, $p<.001$ (small effect size).</p>
<p>Franco, M. D. G., Beja, M. J., Candeias, A., & Santos, N. (2017). Emotion understanding, social competence and school achievement in children from primary school in Portugal. <i>Frontiers in psychology</i>, 8, 1-15.</p>	<p>406 students, 196 female and 210 male, aged between 6 and 11 (M = 7.93, SD = 1.43) from grades 1st to 4th</p>	<p>Is there any relationship between emotion understanding and school achievement in children of primary school based on social competence?</p>	<p>The structural equation model</p>	<p>Internal consistency (KR-20= 0.72).</p>

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