Evaluation of an emotional awareness programme for children in middle childhood in a private school in Pretoria, Gauteng Province

by

Driana Zandberg

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SUPERVISOR: Dr MP le Roux

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ABSTRACT

EVALUATION OF AN EMOTIONAL AWARENESS PROGRAMME FOR CHILDREN IN MIDDLE CHILDHOOD IN A PRIVATE SCHOOL IN PRETORIA, GAUTENG PROVINCE

Researcher:	**Driana Zandberg**
Supervisor:	**Dr MP le Roux**
Degree:	**MSW (Play-based Intervention)**
Department:	**Social work and Criminology**

Emotional awareness refers to a person's ability to identify and describe one's emotions and the emotions of others. It assists people to manage and control their emotions and is an important skill underlying effective psychosocial functioning. Emotional awareness is a core component of emotional intelligence. For children, the capacity for emotional intelligence and emotional awareness can hold advantages such as enhancing their interpersonal and communication skills, academic performance, coping skills and self-esteem. Emotional awareness can thus assist children with their adjustment to and academic performance in school.

Emotional awareness is regarded as a skill that can be taught to children. The goal of this study was thus to evaluate an emotional awareness programme that was developed for children in middle childhood within the educational setting (Knoetze, 2012). The study was based on a quantitative research approach. A quasi-experimental comparison group pre-test post-test research design was followed, according to which the effect of the programme could be determined by comparing pre-test and post-test data of an experimental and a comparison group. The respondents were children in middle childhood attending a private school for learners with learning disabilities. A standardised measuring instrument, the *Levels of Emotional Awareness Scale for Children* (LEAS-C) was used to collect data.

The research findings indicated that the emotional awareness programme was effective in enhancing the emotional expression and vocabulary of the respondents in the experimental group up to a certain level. However, the findings did not indicate that the programme resulted in an increase in the level of emotional awareness of these respondents. It is concluded that emotional awareness programmes should be implemented with consideration of the context in which it is implemented; in this study a school that provide education for children with learning disabilities. Further research on the implementation of emotional awareness programmes with children with learning disabilities is recommended.

KEY CONCEPTS

- Emotional awareness

- Emotional intelligence

- Emotional awareness programme

- Middle childhood

- Private school

DECLARATION OF ORIGINALITY

I understand what plagiarism is and am aware of the University's policy in this regard. I declare that this mini-dissertation is my own original work. Where other people's work has been used (either from a printed document, Internet or any other source), this has been properly acknowledged and referenced in accordance with departmental requirements.

Driana Zandberg

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CHAPTER 1

GENERAL BACKGROUND TO THE STUDY

1.1 INTRODUCTION

The ability to regulate their emotions is an important skill for children's healthy social functioning. This ability helps children to appropriately respond to others and to different situations, and can benefit them in their interactions with others and within their environment (Izard, King, Trentacosta, Morgan, Laurenceau, Krauthamer-Ewing & Finlan, 2008:371). The ability to identify and manage one's own emotions as well as the emotions of others, is known as emotional intelligence (Ioannidou & Konstantikaki, 2008:118). Children who have the skills related to emotional intelligence tend to function better in different areas of life, as emotional intelligence leads to better interpersonal relationships, improved self-confidence, enhanced pro-social behaviour, better academic performance as well as improvement in decision-making and coping skills (Louw & Louw, 2007:245). Emotional intelligence also helps children to more effectively control their emotions (Veirman, Brouwers & Fontaine, 2011:265). Therefore, enhancing children's ability to identify their own emotions and the emotions of others, and their ability to effectively express their feelings are important building blocks for social competence (Geldard, Geldard & Yin Foo, 2013:369). Emotional intelligence is closely related to emotional awareness.

1.1.1 Emotional awareness

Emotional awareness in essence refers to a person's ability to identify and describe their own emotions and also the emotions of others (Mancini, Agnoli, Trombini, Baldaro & Surcinelli, 2013:375) and is seen as the foundation of emotional intelligence (Bajgar, Ciarrochi, Lane & Deane, 2005:569). Daniel Goleman, who popularised the concept of emotional intelligence (Berk, 2013:327), outlined five crucial aspects of emotional intelligence: knowing one's emotions, managing one's emotions, self-motivation, recognising emotions in others, and managing relationships (Goleman, 1995:43). Emotional intelligence therefore starts with emotional awareness, where one needs to first learn about emotions. Emotional awareness as a core skill underlying emotional intelligence has numerous advantages for children, amongst others to identify and manage their emotions and

to more effectively adapt to and master situations (Knoetze, 2012:118, Veirman et al., 2011:265). Children who are emotionally aware tend to have fewer emotional and behavioural problems as emotional awareness supports the child's ability for self-regulation (Mancini et al., 2013:375; Oaklander, 2007:122). Subsequently, a lack of emotional awareness negatively affects a person's interpersonal relationships, which in children may lead to difficulties with peer and sibling relationships (Frewen, Dozois, Neufeld & Lanius, 2012:152; Mash & Wolfe, 2007:205).

The development of emotional awareness is thus an important aspect of a child's overall development. This could be especially so for the child in middle childhood.

1.1.2 The child in middle childhood

Middle childhood, which is the life stage between the ages of six and 12 years, is an important time in a child's development that prepares them for the responsibilities they will perform in later life stages (Berk, 2013:6).

During middle childhood children's physical and brain development enable them to master tasks related to gross and fine motor skills, such as writing, painting, running and throwing, as well as the coordination and attention to manage these tasks (Berk, 2013:179; Louw & Louw, 2007:216; Sigelman & Rider, 2006:130). Cognitively, they develop, amongst others, the capacity for logical thought and reasoning, interpersonal communication, concentration and attention (Henderson & Thompson, 2011:33; Papalia, Olds & Feldman, 2009:380; Sigelman & Rider, 2006:182). In terms of their emotional development, children in middle childhood develop the skills to identify and understand complex emotions, to consider the causes and consequences of emotions, and to regulate their emotions (Berk, 2013:419; Louw & Louw, 2007:244). Socially, children in this life stage become more independent from their parents, while the peer group starts to play a more significant role in their lives (Berk, 2013:577; Louw & Louw, 2007:247). Middle childhood is also a life stage when it is important for children to develop their abilities in terms of academic, social, physical and practical skills and gain a sense of competence (Berk, 2013:16; Henderson & Thompson, 2011:38). Failure to develop a sense of competence may result in a sense of inferiority. Children generally start their formal education during middle childhood (Louw & Louw, 2007:214).

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1.1.3 The child in the school setting

School entry requires emotional and social adjustments from children (Louw & Louw, 2014:237). Middle childhood is then a life stage when children tend to experience anxiety, low self-confidence and self-doubt, which Eccles (1999:36) ascribes to the fact that school work and participation in sport put pressure on children to perform. Ntshangase (2004:67) emphasise that, apart from the pressure to perform academically, the social challenges that school presents could place more demands on school-going children and put them at risk. The challenges that children have to face in the school setting are seen to be related to factors such as the structured environment with certain rules and standards for behaviour; the tasks of forming peer relationships, engaging in team work, and dealing with peer approval, peer pressure and bullying; as well as the academic demands that are inherent in the school setting (Berk, 2006:404; Foley, Roche & Tucker, 2001:198; Liang, Flisher & Lombard, 2007:169; Louw & Louw, 2007:262; Papalia et al., 2009:367; Seefeldt, 2005:134-135; Tobias, 2012:109; Wait, Meyer & Loxton, 2004:131). Schools may also present challenges related to language barriers and to cultural and socio-economic diversity (Dieltens & Meny-Gibert, 2012:128; Parker, Rubalcava & Teruel, 2003:22; Pluddeman, Braam, October & Wababa, 2004:10, 40). These challenges can be exacerbated by the fact that children in middle childhood tend to compare their abilities, behaviour and appearance to those of their peers (Berk, 2013:458).

Children who present with learning disabilities are likely to experience school and academic work as even more challenging. A learning disability is seen as affecting "the manner in which individuals with average to above-average intelligence take in, retain, or express information" which results in a significantly lower academic performance (Louw & Louw, 2007:232). Although many of these children attend mainstream schools, thus inclusive education, they may have difficulties related to social awareness and are often rejected by peers, leading to problems such as poor self-esteem, anxiety and depression, as well a social isolation (Berk, 2013:646; Louw & Louw, 2007:232).

Authors such as Cowie, Boardman, Barnsley and Jennifer (2004:25), Foley et al. (2001:199) and Leach (2009:183) therefore suggest that schools should also become involved in ensuring children's emotional wellbeing and deliver services that

can prevent socio-emotional problems. Berk (2013:646) advises that, where children with learning disabilities attend mainstream schools, special measures should be taken to enhance peer relationships which could support peer acceptance and a sense of achievement in the child with a learning disability.

1.1.4 Enhancing emotional awareness of children in the school setting

Knoetze (2012) identified the potential that enhancing children's emotional awareness could enhance their overall functioning in the school setting. Emotional awareness is regarded as a cognitive ability, thus it is recognised that emotional awareness skills can be taught to children (Bajgar et al., 2005:572). As emotional awareness forms the basis of emotional intelligence (Bajgar et al., 2005:569), enhanced emotional awareness could support the advantages related to emotional intelligence, namely enhanced academic performance, self-esteem and interpersonal functioning (Berk, 2013:327).

Based on the above, Knoetze (2012) developed, implemented and evaluated an emotional awareness programme for children in middle childhood within the educational setting. The programme includes seven modules, each with a theme related to emotional awareness and with activities related to the theme. The findings of Knoetze's study indicated that the respondents' emotional awareness was enhanced by the programme (Knoetze, 2012:212). She therefore recommended that the programme be evaluated in different educational settings with children from different backgrounds and in different geographical areas (Knoetze, 2012:235). The goal of this study was thus to evaluate the mentioned emotional awareness programme within the context of a private school in Pretoria, Gauteng Province; a primary school that caters for children in middle childhood who experience learning disabilities. The research formed part of a number of studies that evaluated the emotional awareness programme developed by Knoetze (2012) in different settings.

The following key concepts are relevant to the study:

Middle childhood: Middle childhood refers to children in the developmental stage between the ages of six and twelve years (Ntshangase, 2004:64).

Emotional awareness: Mancini et al. (2013:375) define emotional awareness as "… the ability to identify and describe one's own emotions, and those of other people."

Emotional awareness thus enables a person to recognise his/her own emotions and the emotions other people are experiencing. Knoetze (2012:18) refers to emotional awareness as a person's ability to be in contact with his/her feelings.

Private school: In this study, a private school refers to an independent school. A school is defined as follows: "… school means a public school or an independent school which enrols learners in one or more grades from grade R (Reception) to grade twelve" (South African Schools Act 84 of 1996). As the focus of the study was on learners in middle childhood, the educational setting for the study was a primary school with classes ranging from grade R to grade seven.

Programme: A programme is defined as "a planned series of events … a set of related measures or activities with a long-term aim" (*Concise Oxford English Dictionary,* 2006). In this study, a programme refers to the Emotional Awareness Programme that was developed by Knoetze (2012) that was implemented and evaluated as part of the study.

1.2 THEORETICAL FRAMEWORK

The theory that formed the foundation of the study is Gestalt theory. *Gestalt* is defined as the totality of everything that forms part of the whole (Blom, 2006:18), meaning that interventions that focus on certain aspects of a child's functioning, can benefit the whole child. Some of the core concepts of Gestalt theory are particularly relevant to the study and will be discussed in this section.

Gestalt theory emphasises the importance of *awareness* in the present, including awareness of bodily sensations, emotions and thoughts (Geldard et al., 2013:39). In Gestalt play therapy, it is the role of the therapist to guide the child to become aware of his/her emotions and experiences in the present (Blom, 2006:57).

Awareness is a prerequisite for healthy contact. *Contact* is the ability to use one's contact skills, namely touch, vision, hearing, taste, smell, thoughts and language to be fully present in a situation (Oaklander, 2006:22). Henderson and Thompson (2011:225) define contact as follows: "Contact is the process of knowing about a need and trying to fulfil that need by engaging with the environment." As healthy contact allows children to identify their needs and act to fulfil them, contact affects a child's ability for healthy functioning by means of self-regulation (Blom, 2006:30).

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Self-regulation is the process whereby people satisfy their needs (Blom, 2006:23-24). Each child will handle his/her needs and situations differently. Needs could be physical, emotional, social, spiritual or intellectual in nature. Experiencing a need creates discomfort, until the person takes action to satisfy the needs. Once a need has been satisfied, homeostasis is reached until the environment gives rise to another need.

Holism is a core concept in Gestalt theory. According to the concept holism, children function as a holistic entity within themselves but also within the environment (Blom, 2006:22). Holism implies the following (Blom, 2006:23):

> … children are considered a holistic entity, which means that the sum total of their physical, emotional and spiritual aspects, language, thoughts and behaviour is more than its components. … The experience of emotion will thus also have an effect on the other components.

From the concept of holism, it becomes clear that through enhancing their emotional awareness, other aspects of children's functioning can be enhanced.

The goal of the study was to evaluate an emotional awareness programme for children in middle childhood in an educational setting. The mentioned programme was developed with the aim of enhancing children's emotional awareness and was based on Gestalt theory (Knoetze, 2012:24). Henderson and Thompson (2011:221) state the following: "No theory builds the capacity of clients to become more aware of themselves and the things around them than Gestalt therapy." Their statement explains the relevance of Gestalt theory to the present study.

To summarise, the emotional awareness programme that was evaluated in this study was intended to enhance the emotional awareness of children in middle childhood (Knoetze, 2012:212). As children become aware of what they are feeling and experiencing in their lives, they can make better contact with their environment to identify and fulfil their needs, which will promote their capacity for self-regulation and healthy functioning. Children function as holistic entities, therefore enhancing emotional awareness and their emotional functioning, could also enhance other aspects of their functioning. The concept of holism is highly relevant to emotional intelligence, as emotional intelligence benefit children in various other areas of their

functioning, for example their health and their academic and psychosocial functioning (De Klerk & Le Roux, 2008:1; Ioannidou & Konstantikaki, 2008:118; Louw & Louw, 2007:245). Holism is therefore also relevant to emotional awareness. Emotional awareness is seen as the foundation for emotional intelligence (Bajgar et al., 2005:569) and a child who has the ability to identify, manage and control his/her emotions is more likely to function effectively as a person and in his/her interpersonal interactions (Knoetze, 2012:118; Mancini et al., 2013:375).

1.3 RATIONALE AND PROBLEM STATEMENT

Middle childhood is the life stage when children's social world widens and they start attending school (Louw & Louw, 2014:225, 236). School entry exposes children to new experiences that they have to learn to cope with (Louw & Louw, 2014:237; Ntshangase, 2004:67; Seefelt, 2005:134-135). They have to master the cognitive ability for logical and conceptual reasoning, but also have to learn how to form friendships, work and play in groups, handle peer pressure and competition, and evaluate themselves according to their own expectations and the expectations of others (Wait et al., 2004:131). School-age children therefore often experience fears such as fear of poor academic performance and fear of rejection by peers (Berk, 2006:404).

Children who cannot cope with the demands of the school setting can develop anxiety and behavioural problems which may hinder their development, while children who experience success at school and are accepted by their peers tend to cope better in school (Papalia et al., 2009:367, 406). Children who experience learning disabilities, as was the case with the respondents in this study, are likely to struggle with their school work. As a result, they may face negative consequences such as poor self-esteem, peer disapproval, anxiety, depression and social isolation (Berk, 2013:646; Louw & Louw, 2007:232). A child's experiences at school can affect other areas in their lives and can influence them for the rest of their lives (Papalia et al., 2009:367; Tobias, 2012:109). In order to function optimally, children need to master their responses to such experiences. As stated by Levine and Munsch (2011:371), "All children and adolescents must deal with their emotional responses to a wide variety of life experiences."

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Authors therefore advise that children should be supported and guided to cope in school (Cowie et al., 2004:25; Eaude, 2006:63). Berridge, Biehal and Henry (2012:6) suggest that schools should implement higher care, a concept which refers to programmes that focus on learners' wellbeing. It is important that schools should take special steps to support children with learning disabilities (Berk, 2013:646).

Emotional intelligence has several advantages for children as it enhances children's cognitive, social, emotional, and interpersonal functioning (De Klerk & Le Roux, 2008:1). Louw and Louw (2014:261) note that teachers play an increasingly important role in emotional regulation of learners. Children spend most of their day at school and the school setting is a unique and practical place to teach them about emotional awareness. There is thus the opportunity for children to learn more about emotional awareness at school, which would enhance their ability for self-regulation and their overall wellbeing (Izard et al., 2008:37; Oaklander, 2007:122).

Emotional awareness forms the basis for emotional intelligence (Bajgar et al., 2005:569). As emotional awareness is seen as a cognitive skill (Bajgar et al., 2005:572; Barlow & Durand, 2005:58), one of the ways to enhance the emotional intelligence and wellbeing of learners, could be to present emotional awareness programmes at schools. Knoetze (2012) developed an emotional awareness programme for children in middle childhood in the educational system as part of her doctoral study. Children in middle childhood start to understand complex emotions and make rapid progress in the ability for logical reasoning, vocabulary and emotional expression (Berk, 2006:404; Louw & Louw, 2007:244; Papalia et al., 2009:380), which would enable them to participate in such a programme.

The mentioned emotional awareness programme was tested in one school and was proven to be effective in enhancing the emotional awareness of the learners, thus Knoetze (2012:230, 234) suggested that the programme be tested in different school settings. The goal of this study was to evaluate Knoetze's programme in a different school setting, namely in a private school in Pretoria, Gauteng Province.

As the study followed a quantitative approach, it was guided by a hypothesis (Fouché & Delport, 2011:63-64). The hypothesis includes all the variables of the research study and made a projecting statement about the study. The following hypothesis and sub-hypotheses were formulated for the study:

Main hypothesis

If an emotional awareness programme is implemented for children in middle childhood in a private school setting, then the level of emotional functioning of the learners will be enhanced.

Sub-hypotheses

- If an emotional awareness programme is implemented for children in middle childhood in a private school setting, their ability to be in contact with their emotions will be enhanced.
- If an emotional awareness programme is implemented for children in middle childhood in a private school setting, their ability to discriminate between different emotions will increase.
- If an emotional awareness programme is implemented for children in middle childhood in a private school setting, they will gain the ability to verbalise and 'own' their emotions.

1.4 GOAL AND OBJECTIVES OF THE STUDY

The goal and objectives of the study were as follows:

1.4.1 Goal

The goal of the study was to evaluate the effectiveness of an emotional awareness programme for children in middle childhood in a private school setting in Pretoria.

1.4.2 Objectives

The objectives for the study were the following:

- To conceptualise emotional awareness theoretically with specific emphasis on children in the middle childhood developmental phase within an educational setting.
- To evaluate whether an emotional awareness programme will enhance the ability of children in middle childhood to be in contact with their emotions.
- To evaluate whether an emotional awareness programme will increase the ability of children in middle childhood to discriminate between emotions.

- To evaluate whether an emotional awareness programme will enhance the ability of children in middle childhood to verbalise and 'own' their emotions.
- To draw conclusions about the applicability of the emotional awareness programme in a private school setting.

1.5 RESEARCH METHODOLOGY

The study followed a quantitative approach as the researcher aimed to gather data by means of a standardised questionnaire in order to test a hypothesis and sub-hypotheses which were formulated in an objective manner (Welman, Kruger & Mitchell, 2012:6). The research was implemented to determine whether exposure to an emotional awareness programme (the independent variable) would enhance the emotional awareness (the dependent variable) of the respondents.

The type of research was applied research, as the research focused on a programme that could benefit children in a school setting by enhancing their emotional awareness; thus a situation in practice (Fouchè & De Vos, 2011:95l; Welman et al., 2012:25). As the goal of the study was to evaluate the effectiveness of an emotional awareness programme, the study was regarded as evaluation research, specifically programme evaluation (Babbie, 2007:350; Fouché, 2011:455).

A quasi-experimental research design, namely the comparison group pre-test post-test design (Fouché, Delport & De Vos, 2011:150-151; Neuman, 2006:357) was implemented. This research design was applicable to the study as the research wished to compare the levels of emotional awareness of an experimental and a comparison group in terms of the following (Knoetze, 2012:172):

- Comparison between the emotional awareness levels of the respondents in the experimental group before and after exposure to the emotional awareness programme.
- Comparison between respondents who were exposed to the emotional awareness programme (experimental group) and respondents who were not exposed to the emotional awareness programme (comparison group).

For the purpose of data collection, the respondents in the experimental group were exposed to the emotional awareness programme. Due to ethical considerations, the

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respondents of the comparison group were exposed to the programme after data collection was completed.

The population for this study, thus the individuals relevant to the study (Strydom, 2011a:223; Welman et al., 2012:55), were all children in middle childhood in a specific private school in Pretoria, Gauteng. The school was a primary school teaching children in middle childhood and was selected based on convenience sampling (Welman et al., 2012:69). The school catered for children with learning disabilities, therefore children with average to above-average intelligence who experienced problems with certain aspects of their learning (Berk, 2013:646). Based on certain sampling criteria, purposive sampling was used to select a sample of 30 respondents with the help of the staff at the school (Maree, 2010:178; Strydom, 2011a:224).

Data was collected by means of a quantitative measuring instrument, namely the *Levels of Emotional Awareness Scale for Children* (LEAS-C) (Bajgar & Lane, 2003). Data collection involved the use of a group administered questionnaire consisting of twelve scenarios that were each followed by open-ended questions. The questionnaire was used for the pre-test and post-test for both the experimental and comparison groups. Data was analysed according to the glossary of emotion words and the scoring manual that forms part of the LEAS-C, with the use of SPC XL Software for Microsoft Excel.

A comprehensive overview of the research methodology is provided in Chapter 3 of the research report. The ethical considerations for the study are also discussed in Chapter 3.

1.6 LIMITATIONS OF THE STUDY

During the course of the study, the following limitations were identified:

- The private school where the emotional awareness programme was presented was a relatively small school, with only two classes for each grade. Each grade had one Afrikaans and one English class. Further, the sizes of the classes were small, with the result that the researcher had to include the Afrikaans and English classes from two grades (Grade 4 and Grade 5 respectively) to ensure a sufficient sample size. The researcher had to present the emotional awareness

programme separately to the English and Afrikaans classes in the experimental group, which could have an effect on the consistency of the presentation. However, the researcher attempted to present the programme as consistently as possible to the two groups, for example by presenting a specific module to the two classes on the same day, directly after one another, and by being well prepared in terms of the content of the programme in English and in Afrikaans.

- The school catered for children with various learning disabilities, which had an effect on their capacity to focus on a task at hand. The group-administered questionnaire therefore presented with some challenges as some learners would become distracted or talkative, which would then distract the whole group. This situation led to the questionnaires being completed in less than optimal circumstances. The researcher therefore needed the assistance of a teacher during the completion of the questionnaires.

- The emotional awareness programme was presented in the last hour of the school day so as not to disrupt the respondents' academic activities. It was found that the respondents were less focused and less productive at the end of the school day, while for many it was also at a time when they had to take their follow-up medication. The respondents were all in an age group where they would be able to engage in the programme and the data collection, however the mentioned factors seemed to negatively affect their optimal engagement in the research.

- Due to the small sample size and the fact that the research was conducted in a specific school setting, the results of the study cannot be generalised.

1.7 CHAPTER OUTLINE

The research report is presented in the following chapters:

Chapter 1: The first chapter contains a general introduction to the study as well as the theoretical framework, rationale and problem statement, the goal and objectives, a summary of the research methodology, as well as an indication of the limitations of the study.

Chapter 2: A literature review is provided in this chapter, focusing on the key aspects related to the study. It entails a discussion on emotions and emotional development, emotional intelligence and emotional awareness, middle childhood, and the child in the school setting.

Chapter 3: The focus of this chapter is on a description of the research methodology and the ethical considerations for the study. The empirical findings are presented and discussed.

Chapter 4: The final chapter contains the key findings of the study. The conclusions and recommendations that are based on the findings are also presented.

1.8 SUMMARY

In this chapter a general overview of the importance of emotional awareness as a core skill of emotional intelligence was presented. Emotional awareness could assist children in middle childhood to face the challenges that the school setting can present. The goal and objectives of the study which related to the evaluation of an emotional awareness programme for children in middle childhood in a specific private school, as well as the rationale and problem statement, the theoretical framework, a summary of the research methodology, and the limitations of the study, was indicated. A more comprehensive literature review on the topic of emotional awareness, as it relates to children in middle childhood within a school setting, will be provided in the next chapter.

CHAPTER 2

EMOTIONAL AWARENESS AND THE CHILD IN MIDDLE CHILDHOOD

2.1 INTRODUCTION

Middle childhood, the life stage between six and twelve years, is a decisive period in the development of children. It is a period when children begin to have continued interactions within various contexts outside of their immediate family and have to adjust to the rules and expectations of modern society (Coll & Szalacha, 2005:82). Children in middle childhood generally start their formal education which requires them to adapt to the school setting (Berk, 2013:640; Louw & Louw, 2014:236). It is increasingly recognised that emotional intelligence can enhance children's functioning in school (Berk, 2013:327). Emotional awareness is the building block for emotional intelligence (Bajgar et al., 2005:569). In this chapter the importance of emotional awareness for children in middle childhood will be highlighted, with specific reference to children in the school setting. Firstly, an overview of emotions and emotional development will be provided.

2.2 EMOTIONS AND EMOTIONAL DEVELOPMENT

An emotion, according to Berk (2013:401), is a feeling in response to a situation or a "rapid appraisal of the personal significance of the situation" which prepares a person for action. Emotions are thus caused by situations or experiences and are expressed in terms of physiological responses and behaviours (Louw & Louw, 2007:16).

Barlow and Durand (2005:58) argue that an emotion has three components, namely behaviour, physiology and cognition. They indicate that theorists who concentrate on the behaviour component of emotions argue that emotions differ according to how it is expressed behaviourally. Emotion is thus a way in which a person communicates to other people by means of behaviour, for example people who experience fear may run away while those who are scared will show it in their facial expression. Theorists who concentrate on physiology will argue that emotion is a brain function and that the emotional brain centres are activated once an emotion is felt. Those who concentrate on cognition hold the view that a person will appraise the environment by considering the potential impact of factors in the environment, which will then

determine the resulting emotion. In conclusion, Barlow and Durand (2005:58) classify the three components as follows:

- Physiology: emotion is a brain function situated in the more primitive brain areas, and the connection between sensory input and these brain areas results in bypassing the higher cognitive processing of the experienced emotion.
- Cognitive: appraisals, attributions and other ways in which people process experiences are related to their emotional understanding of the situation.
- Behaviour: emotions are a means of communication and patterns of behaviour therefore differ according to the emotions experienced.

The authors Zinck and Newen (2008:4) present a systematic classification of emotions in that they regard emotional experiences as a mental phenomenon consisting of different aspects, namely basic mental representations, emotions and cognitive attitudes. Basic mental representations include perceptions (people's perceptual experiences), basic mental dispositions (attention, interest, seeking, curiosity and acceptance in response to any stimuli from the environment), and felt body states (automatic and response behaviours). The aspect of emotions refers to the emotional responses to a situation, while the aspect of cognitive attitudes refers to the person's cognitive mental state, including wishes, desires and beliefs.

In the researcher's opinion, the above classification can be linked to the statement by Louw and Louw (2007:116) that emotions serve to communicate one's needs, to initiate action, and to promote exploration of the environment. Emotions thus have adaptive and protective functions (Zinck & Newen, 2008:4).

Children's emotional development follows a specific sequence. Zinck and Newen (2008:5) suggest a developmental theory with the following four stages of emotional development: pre-emotions as unfocussed expressive emotional states, basic emotions, primary cognitive emotions, and secondary cognitive emotions. The stages are described as follows:

- Stage one, pre-emotions, is mostly prevalent in infancy and mainly involves two emotions, namely comfort and distress. Emotional reactions occur as physiological arousal, automatic appraisal, facial expressions, emotion feelings, and interactive orientation towards others.

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- Stage two, the stage of basic emotions, involves experiencing the basic emotions, namely joy, anger, sadness and fear.
- Stage three, primary cognitive emotions, occurs when a child understands the societal and cultural norms of emotional expression, indicating that the child's primary cognitive functions become an extension of basic emotions. The person is capable of experiencing different nuances of an emotion, for example joy and amusement, while the emotion is also linked to a particular situation.
- The last stage, secondary cognitive emotions, involves the capability to experience and understand more complex emotions. In this stage the person's emotional state is based on his/her expectations and evaluation of a certain situation.

The above stages of emotional development correlate with emotional development in children as described by Louw and Louw (2007:116-118) and Berk (2013:406-408). The mentioned authors indicate that, although all individuals experience the four basic emotions (Louw & Louw, 2007:116), infants start showing emotions by means of two states of arousal: an attraction to pleasant stimulation and withdrawal from unpleasant stimulation (Berk, 2013:406). Self-conscious emotions, which include guilt, shame, envy and pride as well as empathy, start to emerge during the second year of life when children develop the cognitive capacity of self-awareness. Emotional self-regulation, which enables children to adjust their emotions to maintain a comfortable emotional level (Louw & Louw, 2007:121-122), gradually develops in conjunction with the increase in the child's cognitive capacities and is an important milestone associated with early childhood.

In new-born babies, the expression of **anger** is shown as generalised distress in response to unpleasant experiences, and proceeds to more specific angry reactions as children start to develop the capacity for intentional behaviour during infancy (Berk, 2013:407). Anger is associated with increased heart rate and blood pressure as well as energy surges as chemicals such as adrenaline and cortisol stress the body and brain and inhibits clear thinking (Hantler, 2008:31). All these reactions can be extremely negative for a child because it places extra stress on the body. On the other hand, a child that is nurtured from a young age has a better chance of

development of the higher brain areas and an enhanced capacity to deal with emotions.

Children tend to respond to **fear** when they are faced with a threat or perceive a situation as threatening, and generally start to show emotions of fear from the second half of the first year of their life (Berk, 2013:407). Their reactions to fear can manifest in somatic symptoms such as bed-wetting, nail biting, stomach aches and stuttering. Fear in children are usually recognised in typical facial expressions such as "widely opened and raised eyes, a hard stare, raised and drawn together eye-brows, short horizontal/or vertical forehead wrinkles, and lips that are pressed tightly together or an opened squared mouth" (Zinck & Newen, 2008:15).

During infancy, children experience **sadness** when they lack interaction with a familiar and sensitive caregiver, or when contact with a caregiver is suddenly disrupted (Berk, 2013:407). Older children can experience a variety of situations that make them sad, including the loss of a pet, a friend that is mean to them at school, and being exposed to parental conflict. Children lack the cognitive capacity to comprehend the situation as well as the capacity for changing or controlling the situation, the consequence of which is that they can only suffer the negative conditions (Zinck & Newen, 2008:16).

In contrast to the negative effects of the above three basic emotions, **happiness** is a reaction to positive stimuli that allows a child to smile, be friendly, positive and in a good mood. This emotion also has a positive effect on a child's health, as it is related to lower blood pressure, lower arousal levels, and a more stable heart rate (Hantler, 2008:50). Babies show happiness by smiling, mostly in response to being fed or gently touched, or in response to the mother's voice. At the end of the first year, smiling and laughter is expressed as a purposeful social signal (Berk, 2013:407).

As children grow older, they develop the capacity to understand more complex emotions such as shame, guilt, envy, pride and embarrassment (Berk, 2014:408). Izard (1991) in Ahola and Kovacik (2007:175) provides an example of how basic emotions evolve into more complex emotions, as indicated in Table 1 (with the progression of emotions listed from top to bottom).

Table 1: Development of basic to complex emotions

Fear	Sadness	Anger	Happiness
Weariness	Dejection	Frustration	Joy
Anxiety	Unhappiness	Jealousy	Delight
Suspicion	Distress	Disgust	Contentment
Dread	Grief	Annoyance	Satisfaction
Dismay	Shame	Defiance	Pride
Panic	Guilt	Fury	Pleasure

During the pre-school years children increasingly develop the ability to talk about emotions and to control their emotions, while children in middle childhood develop the ability to cognitively understand emotions (Louw & Louw, 2014:259). Children are however still learning about emotions and how to regulate their emotions and, as they lack defence mechanisms, their emotions often manifest as bodily symptoms which tend to disappear once the emotion has been adequately handled (Rieffe, Oosterveld, Miers, Terwogt & Ly, 2008:760). It is thus important that children learn to regulate their emotions, as "emotions can be powerful events where the child must reduce or find a way to regulate his emotions" (Mash & Wolfe, 2005:27). The ability to be in control of their emotional experiences help children to acquire a sense of emotional self-efficacy, a positive self-concept, an optimistic outlook, and enable them to more effectively face emotional challenges in life (Berk, 2013:412). De Klerk and Le Roux (2003:16) and Ioannidou & Konstantikaki (2008:122) list six steps to emotional coaching of children that serve as emotional development strategies:

- Helping children to become aware of their emotions.
- Accepting the child's feelings and recognising the emotion as an opportunity for intimacy and for teaching new skills.
- Helping the child to acquire words to label his/her emotions.
- Helping the child to talk about emotions and test out related perceptions.
- Encouraging children to act on their initial emotion but also giving them time to think through the larger context.
- Teaching the child acceptable behaviour by setting limits to solve a problem at hand, taking social values into consideration, and reflecting on possible solutions.

The steps outlined above show some similarities to the elements that form the basis for emotional intelligence, as will be discussed next.

2.3 EMOTIONAL INTELLIGENCE

Emotional intelligence refers to "the ability, capacity, skill or a self-perceived ability to identify, assess, and manage the emotions of one's self, of others, and of groups" (Ioannidou & Konstantikaki, 2008:118). According to De Klerk and Le Roux (2008:1) emotional intelligence is the ability to distinguish between different emotions and associated behaviours. Emotional intelligence comprises of different components.

2.3.1 Components of emotional intelligence

Emotional intelligence involves four main areas (Louw & Louw, 2007:245):

- Developing emotional self-awareness, which involves being able to separate feelings from behaviours;
- Managing emotions, thus controlling one's emotions;
- Reading emotions or being able to note the emotions of others;
- Handling relationships.

The above areas are included in the five components of emotional intelligence listed by Ioannidou and Konstantikaki (2008:121). These components are subsequently discussed.

- Knowing one's feelings

Awareness of and recognising an emotion the moment it is formed, is regarded as the cornerstone of emotional intelligence. The ability to understand and appreciate one's emotions is a vital aspect in developing psychological insight and self-understanding. On the other hand, the inability to recognise and understand one's real feelings leaves one at their mercy.

- Controlling one's emotions

The ability to manipulate and control one's emotions so that they are appropriate at a particular time is an ability built on consciousness or awareness. People lacking this ability tend to experience feelings of depression, while those who have the ability to

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control their emotions are likely to overcome setbacks and disappointments in life more quickly.

- Exploration of incentives

Emotional self-control seems to be behind any kind of achievement, as the ability to control one's emotions is essential to focus attention, to find incentives, and to enhance self-confidence and creativity in order to achieve an objective. People who have this ability tend to be more productive and effective

- Recognition of the emotions of other persons

Empathy, an ability that has its roots in emotional awareness, is a fundamental human skill. Empathetic people are more responsive to social signals indicating what other people may want or need. The ability to recognise other people's emotions enhances a person's ability to excel in professions related to interpersonal interactions, such as community outreach, teaching, sales, and administration.

- Handling interpersonal relations

The art of interpersonal relations is to a large extent related to the skill of handling others' feelings. These are skills leading to popularity, wisdom in leadership, and interpersonal success. People who have good skills in handling interpersonal relations usually stand out in terms of smooth interaction with others.

Another model of emotional intelligence, the Bar-On Model, provides a comprehensive description of the components of emotional intelligences and abilities related to each. The Bar-On Model of emotional intelligence (1997) consists of five scales and fifteen sub-scales related to emotional intelligence (EQ) (Ramesar, Koortzen & Oosthuizen, 2009:3) and are summarised below.

- Intrapersonal EQ

This aspect of emotional intelligence refers to a number of competencies related to the self. Self-regard (SR) is the ability to be aware of, understand, accept, and respect oneself. Emotional self-awareness (ES) is the capacity to distinguish and understand one's own emotions. Assertiveness (AS) is the skill to state how one feels, what one believes in, and what one is thinking, and to confidently verbalise it.

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Independence (IN) refers to the ability to be in control of one's own actions and thoughts, independent of one's emotions. Self-actualisation (SA) refers to the ability to function according to one's potential, and enjoy doing what one is good at.

- Interpersonal EQ

Interpersonal EQ involves certain abilities that are supportive of positive interpersonal interaction. Empathy (EM) is the skill to be mindful of, comprehend, and value the emotions of others, while social responsibility (RE) refers to being helpful and contribute to uplifting one's social group. Interpersonal relationship (IR) is the capacity to form and preserve relationships that are based on emotional intimacy and warmth.

- Stress-management EQ

This aspect of emotional intelligence refers to the capacity to effectively handle stressful situations and emotions. In this context, stress tolerance (ST) refers to the ability to cope with challenges, stressful events, and intense emotions, while impulse control (IC) is the skill to say no or keep oneself from doing something in order to keep one's emotions in control.

- Adaptability EQ

Adaptability EQ can be regarded as a person's capacity to effectively adapt to the environment. Reality testing (RT) is the skill to judge the link between what a person experiences internally and subjectively and what occurs outwardly and objectively. Flexibility (FL) is the capacity to manage one's feelings, thoughts, and behaviour amidst changing conditions and circumstances. Problem solving (PS) is the capacity to identify subjective and societal difficulties, and to plan and effect relevant solutions.

- General-mood EQ

This scale in the Bar-On model is related to competencies to regulate one's general mood. Optimism (OP) refers to the skill to be positive and to keep a positive outlook, even when experiencing challenges. Happiness (HA) is the ability to be content with and enjoy one's life, to have fun and enjoy other people, and to positively express one's feelings.

In addition to the above components of emotional intelligence, Petrides and Furnham (2001:426) are of the opinion that emotional intelligence is based on two constructs, namely ability EI and trait EI. These authors believe that there is a basic difference in the measurement of these two constructs. Ability EI involves actual abilities, is directly applicable to cognitive ability, and should thus be measured with "maximum-performance" tests. Trait EI is comprised of the person's behavioural disposition and self-perceived abilities, is related to the study of personality, and should therefore be measured through self-report questionnaires. The authors further developed the theory of trait intelligence, which they regard as a collection of a person's temperamental characteristics and self-perceptions related to his/her personality (Petrides & Furnham, 2001:426). With enhanced emotional intelligence a person will be able to regulate his/her emotions and recognise his/her own and other people's emotional states. Emotional intelligence thus entails advantages for the individual.

2.3.2 The advantages of emotional intelligence

Emotional intelligence is seen as having numerous advantages for children and adults alike. Emotional intelligence enhances the child's ability for cognitive and physical control; results in better communication skills, relationships, coping skills, and decision-making skills; and improves self-esteem and the ability to create healthy boundaries in one's life (Ioannidou & Konstantikaki, 2008:118). Children who have the skill of emotional intelligence tend to enjoy better health, perform better academically, have more positive relationships with friends, have fewer behavioural problems, have an increased knowledge of their emotions, better understand values and perceptions of others, have more self-confidence and self-acceptance, make better decisions, show more pro-social behaviour, and have better coping skills (Louw & Louw, 2007:245). Overall, children who have emotional intelligence tend to have better interpersonal relationships and function better in life. It is highlighted by Veirman et al. (2011:265) that children who have emotional intelligence can adjust positively to situations and can internally control their emotions.

Emotional intelligence is positively related to academic performance (Parker, Summerfeldt, Hogan & Majeski, 2004:170; Rode, Mooney, Arthaud-Day, Near, Baldwin, Rubin & Bommer, 2007:420). Educational success contains some uncertainty which has been shown to cause stress. Students or learners have to

cope with assignments and other academic tasks, adjust to the various teaching styles and demands by different teachers, independently manage their time, cope with their personal and academic schedules, and manage stressful situations such as taking exams. Furthermore, most of the academic work must be completed independently, which requires the ability for self-management. Understanding the causes and effects of one's emotions is an important component of emotional intelligence. Therefore, emotional intelligence can help students to more effectively handle the challenges related to academic tasks.

In adulthood, emotional intelligence can facilitate transformational leadership (Harms & Crede, 2010:7). Transformational leaders have the ability for empathy that may be necessary to display individual consideration to their followers. They also have the ability for managing emotions that may enhance positive emotions and self-confidence in their followers, and put the needs of other people before their own wants and desires. Leaders who possess self-awareness tend to have a higher sense of purpose and meaning in their lives, and in the workplace they have the ability to motivate their employees, to make decisions, and be able to better handle work related stress. Emotional intelligence can therefore improve academic success, job performance, and leadership (Harms & Crede, 2010:7). The benefits of emotional intelligence relate to certain indicators of emotional intelligence.

Some of the indicators of emotional intelligence are outlined by Frewen et al. (2012:154) as follows: emotional attention (i.e. paying attention to how one feels), emotional clarity (i.e. rarely being confused about how one feels), and emotional repair (i.e. strategies to feel better about oneself). In order for children to possess emotional attention, emotional clarity, and emotional repair and to be mentally healthy, they need to have knowledge about their basic emotions, situations that trigger those emotions, and how they react in certain situations. As a result of the advantages that emotional intelligence could have, schools are increasingly paying attention to enhancing emotional awareness of students (Berk, 2013:327).

2.3.3 Enhancing emotional intelligence

It is generally accepted that emotional intelligence can be enhanced by means of specific strategies (Berk, 2013:327; De Klerk & Le Roux, 2003 in Louw & Louw, 2007:245). Shipley, Jackson and Segrest (2010:10) state that an emotional

intelligence course could include instruction and actual practice in skills in specific areas related to emotional intelligence: assertiveness, adaptability, emotion expression, emotion regulation, emotion management, emotion perception, relationships, self-esteem, self-motivation, social awareness, stress management, trait optimism, trait happiness, trait empathy, sensing or reading subtle social cues, managing conflict, and recognising personality traits in others. Research by these authors indicate that enhancing four subsets of emotional intelligence (wellbeing, self-control, emotionality, and sociability) was positively associated with academic performance and work experience (Shipley et al., 2010:9).

The components of emotional intelligence described by different authors (refer section 2.3.1), indicate that emotional intelligence is based on certain abilities. To summarise these abilities, the researcher refers to the argument by Mayer and Salovey (1997:8) that emotional intelligence can be divided into four areas: the capability to observe and express emotions, to integrate an emotion into thoughts, to comprehend emotions, and to be able to manage one's emotions and emotions in others. Being able to perceive emotions refers to the capacity to identify emotions in the self and in others. Being able to integrate emotions into thought implies the use of emotions to guide one's thinking. Understanding emotions is the ability to comprehend relationships among emotions and how emotions fluctuate, while managing emotions refers to the capacity to manage emotions in oneself and others. These four areas are arranged in a specific order, from more basic emotional processes to more complex emotional processes. As an example, the lowest level of emotional processes refers to the basic capacity to identify and articulate emotions, while the highest level includes the ability to consciously manage one's emotions to improve emotional and intellectual development. The fundamental role of first perceiving or becoming aware of an emotion, as indicated by Mayer and Salovey (1997:20), was also evident in the description of the components of emotional intelligence described by Louw and Louw (2007:245) and Ioannidou and Konstantikaki (2008:121) in Section 2.3.1 in this chapter. This aspect, namely emotional awareness, is discussed next.

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2.4 EMOTIONAL AWARENESS

Emotional awareness is regarded as a core skill underlying emotional intelligence (Bajgar et al., 2005:569). Emotional awareness is the person's ability to identify and describe his/her emotions as well as the emotions of others (Mancini et al., 2013:375). Knoetze (2012:118) believes that emotional awareness involves enhanced contact with one's feelings, which includes knowledge to discriminate between different emotions and using this knowledge to guide one's thoughts and behaviours. Geldard et al. (2013:369) regard the skills of identifying emotions in the self and in others and of expressing one's emotions as important skills underlying effective interpersonal functioning, as will be discussed in the next section.

2.4.1 The role of emotional awareness

Children who are emotionally aware can identify, manage, and control their emotions; however, if children are not emotionally aware, they tend to be unable to verbalise and own their feelings, and their functioning will be negatively affected as they are likely to feel out of control and not know how to act in social and personal situations (Knoetze, 2012:118; Mancini et al., 2013:375). A person's awareness of emotions that he/she experiences during a specific situation can help prepare the person for possible future situations and how he/she can adapt and deal with them (Veirman et al., 2011:265). Disturbances in emotional awareness, on the other hand, could have negative effects on the person's functioning.

The concept of alexithymic symptomatology is highlighted by Frewen et al. (2012:152) in their study of disturbances of emotional awareness and emotional expression. The characteristics of the construct are typically having difficulty identifying feelings, difficulty describing feelings, and having an externally oriented thinking style. Being a consequence of posttraumatic stress disorder due to exposure to trauma, it must be noted there is a range of reasons why children find it difficult to identify or describe their feelings. Some children are afraid of the negative reaction they might receive when talking about their feelings or are too shy to discuss their feelings. However, children who do not develop emotional awareness even to just be aware of their emotions, will also not be able to identify and describe emotions and therefore can develop alexithymic symptomatology. According to Liese (2003:168) emotional poverty, which is defined as the lack of emotional resources

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that stem from positive nurturing and human interaction, could contribute to problems related to emotional awareness and emotional expression. Oaklander (2006:41-42) points out that children often find it difficult to deal with intense or painful feelings. As a result, they may suppress their emotions, leading to a lack of awareness of their emotions. Hepworth, Rooney, Rooney, Strom-Gottfried and Larsen (2006:221) mention that some people are not able to feel even basic emotions and are therefore not in touch with themselves; a condition they refer to as *anhedonia*.

As emotional awareness forms the basis for emotional intelligence, the effects of a lack of emotional awareness overlap with those related to a lack of emotional intelligence. A lack of emotional awareness seems to affect a person's psychological wellbeing, behaviour, and interpersonal relationships.

Hepworth et al. (2006:221) argue that a person who cannot feel his/her basic emotions and therefore cannot identify it to know how to react to it, runs the risk of developing psychological problems. They state that people often wish not to feel anything and often complain about experiences. However, the alternative of not being able to identify one's emotions is worse, as being unable to identify an emotion means that the person will not be able to say how he/she feels and what behaviour would be linked to each emotion. In agreement, Izard et al. (2008:371) point out that children who find it difficult to regulate their emotions due to not being able to identify or express emotions are likely to experience emotional disorders. Emotional poverty is potentially also a casual factor in poor socio-moral reasoning and negative behaviour (Liese, 2003:168). Furthermore, poor emotional awareness can negatively affect a person's capacity for social interactions.

A lack of emotional awareness tends to have a negative impact on a person's relationships with other people (Frewen et al., 2012:152). Southam-Gerow and Kendall (2000 in Mash and Wolfe, 2007:205) mention that some interpersonal difficulties with peers and siblings may be related to the inability to understand emotions. Emotion regulation is a core skill in containing a child's state of arousal and in preventing children from acting in haste, and can thus help a child respond effectively to an encounter or situation. Because a person's emotions are normally a significant part of thoughts and behaviour, emotion regulation is a critical factor in the

effective utilisation of emotions to guide one's thoughts and behaviour in social and interpersonal interactions (Izard et al., 2008:371).

It is indicated that children who are more competent at emotional awareness skills tend to adjust better to social situations and to their environment, and display better quality social relationships, and fewer emotional and behavioural problems (Mancini et al., 2013:375). Emotional awareness can assist children to have a better understanding of emotions and this in return will enable them to have healthier interpersonal relationships. Oaklander (2007:122) and Izard et al. (2008:371) support this view by highlighting the fact that awareness of emotions will result in heightened wellbeing in children and the ability to function more effectively through self-regulation.

Again, the argument is made that children need to be equipped with emotional resources that include being able to identify their emotions (Liese, 2003:168). Only if this happens, will children be aware of what they are experiencing and can they act accordingly. Not only is it important for children to know what they are feeling but they also need to be conscious of the correct manner in which to act upon the emotions. Veirman et al. (2011:267) state that "[i]t may be expected that children who have a disposition to attend to emotions for intra- and interpersonal functioning will also develop more complex representation of emotional information." These authors mention that the capacity for emotional awareness will help children to distinguish between different emotional mechanisms, including their actions, bodily symptoms, and the expression and regulation of emotions. They will thus be aware of their emotions and of how they react to different situations. There are different levels of emotional awareness.

2.4.2 Levels of emotional awareness

Authors indicate that emotional awareness occur at different levels. Szczyiel, Buczny and Bazinska (2011:433) identified five levels of emotional awareness that are arranged from the most basic to more complex emotional experiences:

- bodily sensation
- action tendencies
- single emotions

- blends of emotions

- a combination of blends of emotional experiences.

Bodily sensations refer to the physiological sensations linked to emotions. A person may for example feel anger that is 'building up' in the body, or wants to cry when he/she feels sad. Emotions in most cases have an action component. Even when the person decides to do nothing in reaction to an emotion, it is still a decision that was made. Emotions can be felt one at a time or in conjunction with one another, for example feeling angry and irritated. Certain situations illicit more complex emotions, where the person experiences different blends of emotions interchanged with single emotions (Szczyiel et al., 2011:433).

Based on the work of different authors, Knoetze (2012:109-110) describes eight levels of emotional awareness, which show similarities to the levels described above. The eight levels of emotional awareness according to Knoetze (2012) is summarised in Table 2. According to this outline, emotional awareness is graded from the lowest level (Level 1) to the highest level (Level 8) of emotional awareness.

Table 2: Levels of emotional awareness

Level	Characteristics
Level 1: emotional numbness	At this level no emotion is experienced.
Level 2: physical sensation	Emotions are experienced as physical sensations.
Level 3: primary experience	The person cannot verbalise an emotion, but experiences emotion as heightened energy.
Level 4: verbal blockage	The person becomes aware of and can identify an emotion, but does not have the emotional vocabulary to express the emotion.
Level 5: differentiation	The person can identify the basic emotions and can understand different intensities of emotions.
Level 6: causality	At this level the person can understand and reflect on emotions and can link reasons to emotions.
Level 7: empathy and interactivity	The person has the capacity to be fully aware of emotions in the self and others, and can understand blends of emotions.
Level 8: prediction of emotion	The person is optimally aware of emotions and their effect and can use information to make decisions and direct behaviour.

Knoetze (2012:111) further highlights that an individual can develop his/her emotional awareness to progress from the lower to the higher levels of emotional awareness. Emotional awareness is regarded as a cognitive ability, which implies that the skills related to emotional awareness can be taught to children (Bajgar et al., 2005:572).

The importance of emotional awareness is supported by Knoetze (2012:136) who developed an emotional awareness programme with the aim of enhancing the emotional awareness of children in middle childhood within the educational setting. This programme was evaluated in the current study. Before providing a description

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of the programme, a brief overview of the developmental characteristics of the child in middle childhood (the life stage relevant to the study) as well as of the characteristics of the educational setting is presented.

2.5 THE CHILD IN MIDDLE CHILDHOOD

Middle childhood, the life stage between the age of six and 12 years, is an important phase for cognitive, social, and emotional development and development of the self-concept (Louw & Louw, 2014:225; Ntshangase, 2004:64). For most children middle childhood is a life stage in which they learn to master and control their worlds by developing more confidence through positive experiences they are exposed to. Children in this life stage become more independent, start their formal education at school, and gradually move beyond their family circle by making friends at school and in the wider social environment. They are thus exposed to the wider world and have to master developmental tasks to prepare them for adolescence and adult life (Berk, 2013:6; Louw & Louw, 2014:225). Children's development can be divided into the broad domains of physical, cognitive, emotional, and social development (Berk, 2013:4), which is subsequently discussed as it relates to middle childhood.

2.5.1 Physical development

During middle childhood the child's physical development involves a gradual increase in height and mass, as well as changes in the proportions of the body which slowly takes the shape of the adult body. Further, the milk teeth are replaced by permanent teeth and the brain reaches its adult size and weight (Louw & Louw, 2007:215).

Due to an increase in their strength, coordination, and muscular control, middle childhood is associated with the development and refinement of motor skills (Louw & Louw, 2007:216). The development of children's fine motor skills improves, which allows them to master school tasks related to using scissors, pencils and painting; therefore, also writing (Berk, 2013:189). Brain development results in messages to be delivered faster to the muscles aiding a child to have quicker reflexes and growth in gross motor skills.

Children's gross motor skills become more synchronised than in early childhood and they start to master activities such as running, jumping and throwing (Berk,

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2013:179; Louw & Louw, 2007:216). Boys do tend to do better than girls in terms of gross motor activities as boys develop more muscle tissue (Ntshangase, 2004:64). Growth takes place mainly in the areas of strength, stamina, speed, and aspects such as coordination, timing, and concentration are often as good as during the adolescent and adult years (Sigelman & Rider, 2006:130).

2.5.2 Cognitive development

Children in middle childhood are in the concrete operational stage according to Jean Piaget's theory of cognitive development, implying that children start to use mental operations to reason and solve problems (Louw & Louw, 2007:217). Charlesworth and Lind (2010:15-16) indicate that Piaget divided how children acquire knowledge into three areas:

- Physical knowledge, which relates to learning about objects in the environment and the characteristics or features of the objects.
- Logico-mathematical knowledge, which involves learning about the relationships among individual constructs in order to make sense of the world and to organise information, for example according to same/different, more/less, and classification.
- Social knowledge, which refers to norms and guidelines created by people such as the rules that people must follow.

Physical and logico-mathematical knowledge follow on one another - as the child learns about physical characteristics of objects, they start to form logico-mathematical categories in their mind. As children's world expand and they encounter more experiences and different situations and learn about their environment, the rules and social constructs of society become more apparent to them (Charlesworth & Lind, 2010:16).

In the concrete developmental stage, children develop a number of cognitive skills, which Henderson and Thompson (2011:33) indicate as follows:

- they develop the capacity for logical thought, can master reverse thinking, and can distinguish reality from fantasy,
- they have good conversation skills,

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- they are less egocentric and can appreciate the views of others, while they see rules as changeable,

- they have a greater capacity for concentration and attention, and their memory improves, and

- they start to understand the concept of distance, however they still have difficulty with abstract thinking and need concrete aids for learning.

The cognitive abilities of children in middle childhood lead to an improvement in their thinking and reasoning, as evident in reversibility of thought, decentration, transformational thought, logical and deductive reasoning, less egocentric thought, and multiple classification (Sigelman & Rider, 2006:182). They can thus start to concentrate on one task at a time while keeping the rest of the information intact, which helps them to cope with their school work and life.

Bajgar et al. (2005:569) argue that emotions are part of a person's cognitive structure, thus "[e]motional awareness can be seen as a cognitive skill, where the child filters and process external and internal emotions." This implies that children who have the capacity for emotional awareness can consciously decide what emotions they are going to react on and what they do not want to think about. The skill of emotional awareness helps them in identifying, describing and naming their emotions, while filtering enables them to decide how they will react. Children in middle childhood can therefore more readily express their emotions, while they rapidly increase their skills for emotional regulation (Berk, 2006:404).

2.5.3 Emotional development

Louw and Louw (2007:244) explain that emotional development during middle childhood includes the following:

- Children develop the ability to understand complex emotions such as pride and shame. They are capable to internalise emotions and acquire a sense of personal responsibility for their emotions.

- They develop an understanding that one can experience more than one emotion in a particular situation.

- They increasingly understand and consider the events and situations that lead to emotional reactions.

- They are capable of initiating and utilising strategies for redirecting feelings.

To the above, Berk (2013:419) adds the following emotional development milestones of children in middle childhood:

- Children become capable of aligning their self-conscious emotions with their views of good behaviour.
- Their internal strategies for emotional self-regulation increase.
- They acquire the ability to conform to emotional display rules.
- They can consider multiple sources of information when explaining others' emotions.
- They become aware that a person's expression may not reflect their true feelings, and that people can have mixed feelings.
- Their understanding of emotions and their perspective-taking improve, resulting in an increase in empathy.

When comparing the skills described above with the levels of emotional awareness described by Knoetze (2012:109-110) in Table 1 in this chapter, it can be concluded that children in middle childhood could potentially reach the highest levels of emotional awareness, which includes empathy (level 7) and using strategies to redirect emotions and behaviour (level 8).

From the above, it is clear that emotional development is closely linked with the child's cognitive development. Children in middle childhood are for example less egocentric, more proficient at tasks requiring logical reasoning, and make significant progress in terms of vocabulary (Papalia et al., 2009:380). These developmental milestones enable children to learn more about their emotions, about more complex emotions, the meaning of emotions, and the emotions of others. Also, children in middle childhood start to understand cause and effect of behaviour, that emotions result in reactions and that there are consequences for those reactions. The cognitive development of children in middle childhood will thus help them in the development of emotional awareness.

2.5.4 Social development

Social development in middle childhood evolves mostly around family and peer relationships and the development of moral reasoning (Louw & Louw, 2007:247, 257, 267). According to Erik Erikson's theory of psychosocial development, children in middle childhood are in the stage of industry versus inferiority; a stage in which they learn to be competent and productive and cooperate with others, or feel inferior when they have negative experiences at home, school, or within the peer group (Berk, 2013:16).

Erikson's theory involves eight developmental stages, each with specific developmental tasks, with the belief that the person has to master one stage in order to move on to the next stage. The tasks in the stage of industry versus inferiority involve those related to learning academic, social, physical, and practical skills needed in an adult world. Children need encouragement, praise, and nurturing to grow their talents and abilities and achieve a sense of competence (Henderson & Thompson, 2011:38).

Eccles (1999:31) mentions three key aspects that in combination influence children's confidence and engagement in activities, namely:

- children's cognitive development that heightens their ability to consider their own achievements and disappointments,
- the expansion of a child's world to include friends, family and activities outside of their immediate family, and
- the opportunity to compare themselves with peers and other children at school.

With all the changes and challenges that the phase of middle childhood brings, it is also a time when anxiety, low self-confidence, and withdrawal or doubt begins to set in. This is due to the fact that their school work and participation in sport put more pressure on them to perform, while they tend to have an overwhelming wish to succeed; otherwise they feel like a failure (Eccles, 1999:36). As a result, children in middle childhood often experience a temporary decline in self-esteem (Berk, 2013:469). Children who view opportunities as a chance to succeed or learn something even if they do not succeed at once are more likely to be positive when attempting to accomplish any task at hand. Eccles (1999:36) argues that schools

should also provide opportunities where students can learn at their own pace, are respected, and receive social and emotional support, so that children can study without continual comparison to other students. This will give children the chance to experience success or failure but at the same time learn something from their experiences. Berk (2013:465) describes children's ability to learn from failure as an important aspect of achievement motivation, which is the tendency to persist at challenging tasks. She mentions that achievement motivation is just as important as intelligence in predicting academic achievement.

In the middle childhood years, children tend to spend less time with their family (Berk, 2013:577). They spend more time away from home than they did in their earlier years due to school and school activities that they engage in. Due to children's increased capacity to take responsibility for their daily activities, the nature of the parents' involvement changes. Increasingly, the parent and child engage in co-regulation, which means that parents continue to monitor and guide their children, while children increasingly take responsibility for day-by-day decisions (Berk, 2013:577; Louw & Louw, 2007:247). Co-regulation thus involves a give-and-take relationship developing between the parent and child where children can experience more freedom. However, parents still need know their children's whereabouts, in case their assistance is needed.

Louw and Louw (2007:249-250) describe a tripartite model of parenting. This model highlights the fact that parents are the main instructors and providers for their children. The authors argue that parents influence their children in a direct as well as an indirect way. This means that the parents choose what environments and opportunities their children are exposed to, and transmit societal and cultural values and attitudes to their children. However, children also start to influence their parents because of their growing autonomy. Discipline in this age groups need to consist of two fundamental factors, namely consistency in rules and the proper use of punishment (Louw & Louw, 2007:251-252). Consistency means that the rule that was made or the punishment thereof must be followed through.

For children in middle childhood siblings are also an important source of support. Louw and Louw (2007:256) identified five patterns in sibling relationships, namely siblings that act as a parent, try to dominate the other by means of teasing and

quarrelling, engage in rivalry, have very little to do with one another, or enjoy being together. Most children rely on one another for support and companionship, however sibling rivalry tends to be common during middle childhood. Destructive sibling conflict can be detrimental and lead to anxiety, depression, and substance use, amongst others (Berk, 2013:586).

As children in middle childhood enter formal schooling they are exposed to other children of the same age group (Berk, 2013:610). Social interactions with peers hold several advantages for children. The peer group can provide a child with opportunities for trying out new behaviours, experiencing an emotional bond outside of the family, opportunities to obtain knowledge and information, learning obedience to rules and regulations, reinforcing gender roles, and opportunities to experience age-related relationships with others on an equal level (Louw & Louw, 2007:257-258). Peers provide comradeship and for children that do not experience this behaviour at home, having friends to play with and talk to is very important. However, the peer group can also cause a weakening in the child-parent relationship. Although this change can leave the child vulnerable to negative influences, it also serves the purpose of preparing the child for independence.

Peer acceptance is an important factor for children, and children in middle childhood who experience rejection by the peer group tend to present with poor school performance, depression, anti-social behaviour, and other socio-emotional problems (Berk, 2013:619). Bartol and Bartol (2008:42) refer to a study that was conducted with boys between the ages of six and 12 years. The study included a group of boys with ADHD and another group of boys without ADHD. The boys with ADHD presented with behaviours that included being argumentative, inattentive and disruptive, while they also had poorer social skills; behaviours that led to them being rejected by the peer group. Being rejected by peers resulted in negative socio-emotional consequences, while the children that have not been rejected by their peers showed less signs of negative emotions and behaviours. On the other hand, Louw and Louw (2007:258) indicate that excessive conformity to the peer group may also have negative consequences, for example when children engage in harmful behaviours as a result of peer pressure.

Emotional intelligence, and by implication emotional awareness, is associated with many advantages that can assist children in middle childhood to deal with developmental and age-related challenges of everyday life. These advantages include among others an improvement in communication skills, relationships, coping, and decision-making skills, as well as in self-esteem, academic performance, emotion regulation, and pro-social behaviour (Ioannidou & Konstantikaki, 2008:118; Louw & Louw, 2007:245; Veirman et al., 2011:265).

Louw and Louw (2007:214, 245) indicate that even though parents are mainly responsible for teaching children the skills of emotional intelligence and the family still plays a central role in the child's development, the role of the school should not be underestimated in this regard. In the next section, an overview of the child in the school setting is provided.

2.6 THE CHILD IN THE SCHOOL SETTING

Middle childhood is the stage in a child's life where he/she starts attending school, starts doing chores at home, and comes into contact with a wider social environment. Entering school places new demands on children, as highlighted by Ntshangase (2004:67): "Currently, school-going children are confronted by a variety of social factors, which are more demanding and more likely to put them at risk." A number of challenges experienced by children in the school setting, are discussed in the next section.

2.6.1 School-related challenges

When a child enters the school setting he/she is confronted with an environment with its own roles and defined rules, which presents many challenges for the child. Louw and Louw (2007:222) mention the following aspects that children who enter school have to learn to manage: "Social skills and the ability to follow classroom rules and procedures, self-control over emotions and behaviour, ability to keep attention focused and the ability to avoid impulsive responses are considered major factors for school readiness."

Firstly, children need to adapt to a structured environment, where the teacher has complete authority. At school, children are expected to listen and conform, and be on their best behaviour, otherwise they get into trouble. Seefeldt (2005:134-135) points

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out that factors that affect children's experience in schools include that rules and standards for behaviour are set and some children become the models of that behaviour, thereby setting new standards for social behaviour. Also, in class the teachers decide what the learners must do and have control over the way the classroom is being run. Children have to abide by the rules if they want to enjoy their school career.

Furthermore, children have no control and choice at school, as teacher authority is absolute (Foley et al., 2001:198). In many cases children are treated as competent and yet, for everything they have to ask permission. Sometimes, with something as small as asking for permission to use the bathroom, children's motives are questioned and teachers will even tell the child that they cannot go or have the child wait until the end of a teaching period. This can be harmful to a child's self-esteem and can lead to trust issues with future teachers and adults in his/her life. Children may even start to lie just to avoid being questioned or keep an incident from occurring. Foley et al. (2001:198) accept that society, and therefore also school, needs rules in order to function well. However there needs to be a balance between trusting children and believing them, and being the adult that enforce rules.

In addition to the capacity for concrete operations that involve logical, conceptual, and moral reasoning, the ability to form peer relations is an important developmental task for a child in middle childhood within the school setting (Wait et al., 2004:131). This task includes forming friendships and engaging in team play. Children learn from friendships about social norms, peer pressure, and the closeness that a friendship provides for a person. Team play helps to develop children's social skills, team goals, competition, and collaboration (Wait et al., 2004:144). Children that are accepted by their peers tend to do better in school as their confidence is higher (Papalia et al., 2009:367).

Linked to peer acceptance, Tobias (2012:109) highlights two important aspects about education, namely that peers in schools teach one another, and that early learning experiences impact people's lives when they are older. Tobias (2012:109) is of the opinion that children learn and grow on the playground and what happens on the playground is sometimes more important for them than what happens in class. Outside of the classroom children experience the pressure to fit in and conform to

social rules or they will be teased and bullied; aspects that could affect them over the longer term. This view reflects the beliefs of Papalia et al. (2009:367) who state that each level of the context of children's lives, namely the family, the classroom, the peers, and culture, influences how well children do in school.

Another aspect that could affect children's wellbeing at school, is their ability to deal with the academic demands inherent to the school setting. According to Papalia et al. (2009:367), self-efficacy is an important aspect that influences the child's experience of school. Self-efficacy is the child's belief that he/she can succeed at school and do well. In this regard, children's self-evaluation plays a significant role. Self-evaluation is the process where children evaluate themselves according to what they expect of themselves and what other people expect from them (Wait et al., 2004:144). Children tend to compare their school performance with that of other learners, with the result that poor academic performance is a common fear of school going children (Berk, 2006:404). If children are not able to handle the demands of the school setting, it can have harmful consequences for their psychosocial wellbeing. Bullying is another factor that can affect learners' wellbeing.

Bullying is a problem in most schools and, as it happens on the school ground, learners cannot escape it. Victims of bullying were found to show increased levels of violence and anti-social behaviours (Liang et al., 2007:169). Reasons why learners bully other learners include delinquent behaviour or the fact that these learners themselves have emotional problems and attempt to deal with their emotional pain by bullying others. Bullying mostly includes verbal or physical acts that inflict harm on another child. Research indicates that boys tend to use physical, verbal, and relationally aggressive tactics, while girls tend to use verbal and relational tactics for bullying (Berk, 2013:621). Bullying has negative consequences for both the victim and the bully (Louw & Louw, 2007:262). Exposure to bullying damages the identity and the self-worth of the victims. Victims may also retaliate with aggressive behaviour, stealing or lying as a manner of dealing with their frustration or hurt. The Centre for Mental Health at ULCA (2000:54) advises that it is important for parents to take note of their child's behaviour and follow up on suspected bullying.

In some schools and for some learners, language barriers in schools can be challenges that can affect how the child performs in school (Parker et al., 2003:22;

Pluddemann et al., 2004:40). Children that are taught in their home language tend to do better in school, whereas children who are taught in a second or third language are more likely to struggle with their school work. The effect thereof can be seen in their academic work and in their self-esteem. It leads to a cycle where their self-confidence drops because of poor academic performance and this in turn can negatively affect their behaviour.

Cultural diversity is an ever present topic in South African schools, as the move towards double-medium and parallel-medium schools involves that staff, children, and parents from different cultures will meet (Pluddemann et al., 2004:10). The mentioned authors define double-medium as exposure to two languages of instruction, for example English and Afrikaans, with learners being together in the same class, while parallel-medium is defined as a setting in which English and Afrikaans-medium classes co-exist side by side in the same school. Hewitt (2015:32) mentions that inclusion helps students to better understand differences among people while segregation fosters intolerance and prejudices that maintain myths. However, the researcher recognises that adjustment to diversity could also lead to other challenges, as discussed next.

Children in school can experience challenges in terms of their identity in the school environment. Dawson (2007:460) mentions the following factors that can have an effect on a child's identity at school: their socio-economic class, colour, religion, language, and extracurricular activities. In the South African context these factors differ from school to school because the context differs between schools. Generally, children of primary school age do not see socio-economic class as such a big issue and tend to accept their friends for whom they are (Dawson, 2007:460). However, it appears that during break time children tend to play with other children from their own race. Also, poor children may feel inadequate when they do not have the same material resources as learners who come from more affluent backgrounds (Dieltens & Meny-Gibert, 2012:128). Based on the phenomenon of social comparison, it is a known fact that children in middle childhood are bound to compare themselves to other children (Berk, 2013:458). Another aspect that can present challenges to children in schools, is related to the ways in which teachers treat the learners.

Dawson (2007:465) indicates that most teachers, often because of a perceived lack of support, are frustrated in their jobs and are likely to take this frustration out on the learners. This can negatively impact on learners' self-esteem and on the learner-teacher relationship. At times when they feel overwhelmed, teachers may forget the impact they have on a child's life, whether it be positive or negative. Hewitt (2015:39) agrees that teachers who are overwhelmed may take out their frustrations on the learners, which can affect their overall work quality and thus the wellbeing of the learners.

In conclusion, Papalia et al. (2009:406) state that "[t]he child that struggles to cope with social and school demands can manifest anxiety, behavioural and developmental disorders that includes school phobia, separation anxiety, social phobia, generalized anxiety disorder and obsessive-compulsive disorder." The authors describe school phobia in children as unrealistic fears about going to school; separation anxiety as prolonged anxiety when the child has to leave home or a person he/she is attached to; and social phobia as the fear of social situations, for example in the school context where children are afraid of speaking in class. Generalised anxiety disorder is when children worry about everything, such as their grades, friends, home, and teachers. Children who have obsessive compulsive disorder struggle with compulsive behaviour and/or repetitive thoughts or actions. Bartol and Bartol (2008:45) state that early school failure is linked to delinquent behaviour. This is all the more reason for schools to implement programmes to help children and staff to continually receive training on how to assist children at school.

2.6.2 Responsibilities of the school setting

From the discussion above, it is clear that the school setting can be a challenging environment for children. Berridge et al. (2012:6) conclude in a study they conducted that higher care is needed to assist children to function better in school. In their view, higher care refers to programmes that focus on learners' wellbeing, that are presented at schools. Eaude (2006:63) is of the opinion that it is the responsibility of the parents as well as educators to help, support, and guide children in actively creating their own identity and character in the school environment.

Authors provide different reasons why schools should be involved in children's emotional wellbeing. Cowie et al. (2004:25) state eight such reasons, namely:

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- psychosocial problems are common in communities,
- the negative labels associated with emotional problems may make it more difficult for children to cope with emotional issues,
- educational stressors are an important contributory factor to children's distress,
- friendships are important for a person's emotional health and can help with determining their future psychosocial functioning,
- learners often approach a teacher for help,
- teachers' roles become complex and ever-changing
- enhancing the psychosocial wellbeing of learners will enhance their academic success, and
- enhancing the emotional wellbeing of learners is intrinsically a worthwhile objective.

Leach (2009:183) agrees that schools should implement services to help learners. She argues that it is a priority to implement services that can counteract social and health problems that could negatively affect children's performance at school. These services include social work services, therapeutic services, speech therapy, and occupational therapy that the school can either provide on the premises or contract outside consultants. Parents of low-income neighbourhoods do not always have the time or financial aid to take their children to the necessary service providers and if schools can provide this service or put parents in contact with services, it could be beneficial to a child's growth. Foley et al. (2001:199) adopt a similar view and propose that health-related services should have higher priority in the school setting as these services could support the work of the school staff, children, and parents. Health-related services would enable children to have access to confidential welfare services which they would otherwise not have, while parents and staff members could get advice on key issues relating to children at school.

The view that schools should provide support services is also held by Becker and Becker (2009:79) who argue that it is vital to provide training for teachers to provide these services at school. They make the following suggestions in terms of teachers' training (Becker & Becker, 2009:79):

- staff development must be a process, not an event,
- teachers must feel safe when talking about their work,

- in-service training and supervision must seek to build skills in developing relations between the professional staff and the families of the learners,
- an in-service programme should adhere to the principle of scaffolding, and
- staff development should emphasise an understanding and the use of developmentally appropriate practices with children.

The authors further suggest that staff development, whether academically or training on how to handle child care issues, needs to take place at least once a term. There needs to be on-going training sessions that focus alternately on school work and on how to support children with socio-emotional problems. Teachers should continuously read literature on child development. In most schools there still seems to be a gap in terms of parental involvement, therefore schools should make it a priority to equip parents to further support their children, whether academically or emotionally (Becker & Becker, 2009:79). The debate surrounding support for learners can also go as far as considering what a healthy school would look like.

With regard to a healthy school, Foley et al. (2001:198) focus on the nature of the child-adult relationship and argue that it could be beneficial to change the way of thinking about this relationship in the school setting. Presently children are subordinate to adults in almost every aspect of their life – at school and at home. The mentioned authors suggest that schools should start working on the assumption that children can also support staff, which could enhance learner self-esteem and stimulate children. This could in turn enhance learners' knowledge and behaviour. One of the best ways to get children to believe in themself is for teachers to show that they have that belief in the children (Foley et al., 2001:198). Hewitt (2015:34) supports the view that schools need to change their view of learners and argues that, if the school environment makes accommodations to meet the needs of the learners, then learners would be more willing to comply with the norms of the school setting. This means that the school must accommodate its learners, as learners who feel respected and supported are more likely to work with the school to solve problems.

Furthermore, a healthy school approach will support active parent involvement in the school. Becker and Becker (2009:46) emphasise the importance of communication with parents in creating a healthy school environment. They highlight the value of having a warm and trusting atmosphere at school and in the classroom in which

parents should feel welcome to come to school and to help with homework at home. This view is supported by Graham-Clay (2005:17) who proposes teacher-parent conferences to enhance the school environment. She states that in order to make teacher-parent meetings more successful, emphasis should be placed on communication skills, listening to the perceptions of parents, and putting together a plan that reflects the perspectives of everyone involved. She indicates that a lack of parental support can make the teacher's job harder because parental feedback cannot be given. This could change the atmosphere in the classroom, where a once calm classroom is turned into a place where children are yelled at, the teacher loses control of the class, and children no longer feel that the school is an extension of their home.

Enoch (2007:221) suggests that schools should make more effort to ensure that different cultures are equally recognised in the school environment. Children should have opportunities to work with each other in school and learn about each other's culture. This can help children to understand each other and build cohesion within the classroom. Becker and Becker (2009:99) make some recommendations in terms of how schools can deal with the issue of cultural diversity:

- Teachers must listen to parents and try to understand how the parent views his/her family. Parents need to be informed that teachers are there to help their child in the school environment.
- The teacher should learn the correct pronunciation of the names of all the children, and even learn one or two words of their language.
- Children who may at first struggle to work with children from other cultural backgrounds can be allowed to work alone at first in order for the child to build confidence and later join in the group.
- Each child can be asked to bring their favourite song from their culture to class. In class, the child can act as the expert and teach his/her peers about the song.
- The teacher should provide opportunities to let children talk about their different cultures in class. This can be done in a creative manner and on a regular basis, for example by allocating time once a week in class.

It is important to recognise that teachers have certain key roles to play in the school setting (Becker & Becker, 2009:69). Teachers find themselves in the middle of

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conversations or fights between children and could use this opportunity to teach children how to resolve conflict and how not to behave. This should be done in such a manner that children can learn from the situation, while also maintaining the integrity of all children involved, including the guilty party. It is further important that teachers as well as parents monitor children's friendships, as children learn about relationships through their friendships. Positive relationships build the child's self-esteem, while interpersonal relationships help children to learn how to negotiate situations, and acquire social and emotional skills.

Eccles (1999:84) points out that the educational setting consists of three nested environments, namely:

- the individual classroom which refers to the child, teacher and peer relationships, how the classroom is set up, and the manner in which teaching takes places;
- the individual school which refers to the school itself with its resources and staff members; and
- the school district which refers to the values, policies, guidelines and processes of the schools in the district area.

Individual classrooms and schools are most relevant to how children experience their school years. In the classroom, the teacher and how he/she treats the learners are very important. Children spend most of their days at school and teachers contribute through their words and actions to children's self-image. Furthermore, it is imperative to have personnel at school who can recognise children's needs. When children can positively experience this environment, their involvement in school activities is better (Eccles, 1999:84).

Hewitt (2015:39) suggests that certain measures should be implemented to help combat work frustration for teachers and to support students with emotional difficulties. Measures suggested by the author includes that questions, beliefs and concerns of all parties are assessed and discussed, and that basic level training on emotional problems and strategies to deal with these problems are provided to all members of the school community. The mentioned author further suggests appointing qualified staff, providing in-house training and support to staff members, assisting staff members who are directly responsible for helping students with emotional problems, and evaluating guidelines and processes in order to see if

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changes must be made within the specific school environmental. Hewitt (2015:39) believes that continuous opportunities must be provided to teachers to have discussions on strategies that are successful, and on failures and concerns. The Centre for Mental Health in Schools at UCLA (2000:185) proposes the establishment of intervention teams that work together in a coordinated manner. Such teams should have a system of how to deal with a problem that arises, have a lead coordinator for each grade and phase in the particular school, and hold regular meetings where the team will decide on how to deal with problems that may arise.

The discussion of the child in the school setting highlights the fact that children as well as teachers are faced with a number of challenges that could have a negative effect on teaching and learning. Suggestions are made that measures should be implemented to address these issues. As emotional awareness has the potential to enhance the overall functioning and wellbeing of children in school, an emotional awareness programme could be regarded as a strategy to address school-related challenges.

The present study was conducted with respondents who were children in a school that caters for children with learning disabilities. In the next section, a brief overview of the child with a learning disability is provided.

2.6.3 The child with a learning disability

Berk (2013:646) defines a learning disability as great difficulty with one or more aspects of learning, usually reading. According to Louw and Louw (2007:232) a learning disability influences the way in which individuals with different levels of intelligence take in, recall, or express information, which leads to limitations in speech, reading, writing, or numeracy. The latter authors state that a learning disability consist of communication disorders or learning disorders. Communication disorders cover difficulty in speech and understanding people while learning disorders cover difficulty with aspects such as reading, writing, and mathematics. Learning disability implies having a difficulty with one or more learning areas. Although children with learning disabilities have intelligence within the normal range, their academic achievement tends to be well below the expected level (Henderson & Thompson, 2011:704). Children with a learning disability could either receive inclusive education or attend schools that specifically provide for their needs.

Inclusive education is based on the philosophy that children with special learning needs should spend the entire school day rather than only parts of it in a regular classroom (Berk, 2013:646; Sigelman & Rider, 2006:75). However, the authors also indicate that research on this topic provides mixed findings. Ford (2013:15) emphasises that inclusion can only be successful if the needs of the child are considered and measures are put in place to help children with learning disabilities, otherwise their needs go unchecked and children with learning disabilities fall further behind and develop other problems that affects there functioning.

Berk (2013:646) is of the opinion that two factors are significant in making inclusive education possible. The first is that teachers should promote positive peer-relations in order for cooperative and peer learning to take place. The other factor is having a resource room where the child with a learning disability first spend time learning new material and receive guidance, and then go to the regular classroom to do the work.

Apprehensions about the potential negative effects of full inclusion for students with learning disabilities have caused researchers to be proactive and adopt a more individualised approach according to which the needs of each student will carry more value than the institution where the student will receive education (Vaughn, Elbaum & Boardman, 2011:48). Louw and Louw (2007:232) list features for programmes focussed on helping children with learning disabilities and state that remedial programmes can lead to improvement in their functioning. They suggest that such programmes should include the following (Louw & Louw, 2007:232):

- fit the educational and developmental level of each child,
- teach skills and abilities such as social skills, personal care and hygiene,
- provide support to parents and care-givers, and
- provide medication as needed.

School can be challenging for children with learning disabilities. They are often teased by their peers, parents can put pressure on a child to perform academically, and teachers may not be very understanding; all of which could affect the child's self-esteem. Vaughn et al. (2011:49) mention four areas of a child's functioning being affected by a learning disability, namely his/her social skills, self-concept, friendships, and classroom networks. Social skills refer to the child's interaction and

communication with others. These aspects can be negatively affected when the child does not get opportunities to communicate with peers in a positive manner because they are being teased. Furthermore, the child's self-concept is affected, resulting in fewer friendships and children becoming loners in the classroom, not participating in school and classroom activities. Kam, Greenberg and Kuscke (2004:66) indicate a number of effects of a learning disability on children. These children's frustrations lead them children to believe that they are not good enough and can never do better, which has academic consequence in that their academic performance is negatively affected. Behaviour consequences include acting out behaviours because they struggle in general, but also having to hear their peers telling them they are not good enough. This all leads to lower self-esteem and feelings of sadness. There is a thus need for intervention within special education to help children to overcome their frustrations in order to improve their social and emotional competence (Henderson & Thompson, 2011:704-705; Kam et al., 2004:66).

Knoetze (2012:8, 10) recognised that enhancing the emotional awareness of children could improve their academic, social, and emotional performance in school. She reasoned that enhanced emotional awareness could promote positive behaviours in learners, which could support teachers in their task of managing large groups of learners. She developed a programme to enhance the emotional awareness of children in middle childhood to be implemented in the educational setting (Knoetze, 2012), hence referred to as the EA Programme. This programme was evaluated in the current study in a private school for children with learning disabilities and will be briefly discussed.

2.7 EMOTIONAL AWARENESS PROGRAMME

The EA Programme developed by Knoetze (2012) consists of seven modules. Every module has a specific theme related to emotional awareness, with relevant activities for each theme. The first six themes support the six main goals of the programme (Knoetze, 2012:140-142), while the seventh theme focuses on termination of the programme. The themes for the seven modules are as follows:

- building and strengthening relationships with learners,
- knowledge of different emotions,
- emotional language,

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- empathy,

- emotional regulation,

- problem solving and decision making, and

- summarising and termination.

The programme is intended to be implemented over a period of seven weeks, with one theme with its relevant activities to be completed each week. A detailed outline of the programme is attached as Appendix A.

To determine the effects of the programme, the *Levels of Emotional Awareness Scale for Children* (LEAS-C), a standardised questionnaire developed by Dr Richard Lane and Dr Jane Bajgar, was utilised. The LEAS-C consists of a questionnaire, scoring manual, and glossary of emotion terms and was developed to measure emotional awareness in children (Bajgar et al., 2005:570). The questionnaire consists of twelve scenarios that are each followed by open-ended questions; one indicating the emotions the child would experience and the second indicating the emotions the child would ascribe to another person. The responses that are given are scored according to the glossary of emotion terms. Each word is ranked on a different level (level zero, level one, level two, and level three) based on the emotion content of the word. The levels of emotional awareness are subsequently determined based on the total scores. Three scores are allocated for each scenario: Self-awareness, other awareness and total awareness. A combination of scores on the different levels and for the self and others, are utilised to determine the prevalence of more complex levels of emotional awareness (level four and level five).

The LEAS-C is a group administered questionnaire that is completed within a group setting before and after the implementation of the EA Programme. Comparison of the emotion words and levels of emotional awareness before and after the implementation of the programme could provide an indication of the effect of the programme.

2.8 SUMMARY

Emotional awareness, as a core aspect of emotional intelligence, could benefit children's holistic functioning. Middle childhood is regarded as an important

developmental phase in which children are prepared for mastering the developmental tasks related to adolescence and adulthood. This is also the time when children enter formal education and are exposed to the challenges that the school environment can present. It is argued that enhancing the emotional awareness of children in middle childhood, could enhance their academic, social, and emotional performance in school. These aspects were discussed in this chapter as a background to the empirical study. The goal of the study was to evaluate the EA Programme developed by Knoetze (2012) for children in middle childhood in a private school setting in Pretoria. The research methodology, ethical considerations, and the research findings will be presented in Chapter 3.

CHAPTER 3

RESEARCH METHODOLOGY AND RESEARCH FINDINGS

3.1 INTRODUCTION

The goal of the study was to evaluate the effectiveness of an EA Programme (Knoetze, 2012) for children in middle childhood in a private school setting in Pretoria. The first objective of the study, namely to conceptualise emotional awareness with specific reference to children in middle childhood in an educational setting, was the focus of Chapter 2 of the research report. In this chapter, Chapter 3, the researcher describes the research methodology as well as the ethical considerations that underpinned the study and subsequently presents the research findings. The focus of the chapter is thus on the three objectives related to the evaluation of the EA Programme, respectively to determine whether the EA Programme would enhance the ability of learners in middle childhood to be in contact with their emotions, to discriminate between different emotions, and to verbalise and 'own' their emotions.

3.2 RESEARCH METHODOLOGY

In this section the researcher describes the research approach, type of research, research design, and the research methods that were followed in the study.

3.2.1 Research approach

The research approach in the study was quantitative as the researcher gathered data in an objective manner that focused on measurable behaviour in order to test a hypothesis and sub-hypotheses (Welman et al., 2012:6). Data was collected and interpreted by means of a standardised quantitative measuring instrument, namely the *Levels of Emotional Awareness Scale for Children* (LEAS-C) (Bajgar & Lane, 2003). This instrument was designed to measure the levels of emotional awareness of children in terms of their ability to be in contact with their emotions, their ability to discriminate between emotions, and their ability to verbalise and 'own' their emotions.

The study was implemented with consideration of certain characteristics of the quantitative approach, namely that the researcher's role was to be objective; the

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purpose of the research was to test hypotheses; the researcher studied well developed constructs that would be reported in statistical language; the research followed a fixed procedure that could be replicated; data was collected in a standardised manner; and data analysis focused on variables as units of analysis (Fouchè & Delport, 2011:66). The researcher replicated a study that was done by Knoetze (2012), followed specific procedures for the implementation of the EA Programme, and utilised a standardised measuring instrument for data collection and interpretation. The researcher could therefore be objective in obtaining the data and could test the hypotheses according to a research design and data collection methods that have already been determined.

Alston and Bowles (2003:7) made the following statement about quantitative research: "This type of research is based on the idea that there is an objective reality which can be accurately measured and which operates according to natural laws which can be discovered by rigorous, objective research." The findings of the present study are reported in numeric format. Through testing the hypothesis and sub-hypotheses, the researcher was able to confirm or disconfirm whether the EA Programme was effective in enhancing the emotional awareness of children in middle childhood in a private school setting.

3.2.2 Type of research

The type of research was applied research with the sub-type being evaluation research. Applied research was relevant to the study as it "is aimed at solving specific policy problems or at helping practitioners accomplish tasks" (Fouchè & De Vos, 2011:95). Applied research is thus intended to address problems in practice (Welman et al., 2012:25). The proposed study was aimed at evaluating the EA Programme to enhance the emotional awareness of children in middle childhood. The results of the study could be used to inform practice in terms of enhancing children's emotional awareness and improving their self-regulation and functioning in the school system.

Fouchè and De Vos (2011:97) state that research methodology can "be utilised to assess, among other things, the design, implementation and applicability of social interventions." Based on the fact that the effectiveness of the EA Programme of Knoetze (2012) was evaluated in this study, the purpose of the research was

evaluative. Evaluation research is described by Babbie (2007:350) as research that is undertaken to determine the impact of a social intervention, such as a programme aimed at solving a social problem. For the purpose of this study, the EA Programme was implemented and evaluated in a private school setting, and was thus replicated and evaluated in a different setting than in the study by Knoetze (2012). As a programme was evaluated as part of the study, this research was characterised as programme evaluation (Fouché, 2011:455).

3.2.3 Research design

The research followed a quasi-experimental design, with implementation of the comparison group pre-test post-test design (Fouché, Delport & De Vos, 2011:150-151). According to Neuman (2006:357) quasi experiments can be distinguished from true experiments primarily by the lack of random assignment of subjects to an experimental and a control group. It was not possible in this study to have respondents selected randomly due to the fact that the school where the study took place assigned four classes to the study according to certain criteria. Knoetze (2012:172) noted two factors that needed to be considered in the evaluation of EA Programme, namely:

- Comparison of the levels of emotional awareness of respondents (learners) before and after exposure to the programme.
- Comparison of the levels of emotional awareness of respondents (learners) who were exposed to the programme and respondents (learners) who were not exposed to the programme.

The comparison group pre-test post-test design therefore fitted well with the study. The design implied that there were two groups, an experimental and a comparison group. For the purpose of data collection one group, the experimental group, were exposed to the EA Programme and the other group, the comparison group, were not. Both groups completed the pre-test and post-test (the LEAS-C questionnaire) within the same time frame directly before and after the implementation of the programme. The pre-test and post-test data were then compared to ascertain if the programme (the independent variable) had an influence on the levels of emotional awareness (the dependent variable) of the respondents. The researcher was able to compare

the results of the tests for the experimental group before and after the programme, as well as the results of the experimental group with that of the comparison group.

As data were collected by means of a standardised measuring instrument, the LEAS-C (Bajgar & Lane, 2003), the chances that the researcher could influence the results were minimised, which increased the probability of obtaining accurate results. The standardised data collection instrument helped the researcher to "[e]xamine the effect on outcomes such as achievement or performance, of participants' level on some initial variable that is not under the researchers' control" (Tolmie, Muijs & McAteer, 2011:33). For ethical reasons the EA Programme was presented to the comparison group after the study had been completed. The programme for the comparison group was implemented by a teacher, who was oriented by the researcher regarding the content and presentation of the programme. The EA Programme for the experimental group was presented in the second semester, while the programme was presented to the comparison group at the start of the third semester.

3.2.4 Research methods

The research methods that were utilised are described in terms of the study population and sampling, data collection and data analysis.

3.2.4.1 Study population and sampling

The population for this study, namely individuals that would be relevant to the study and to whom the researcher wished to generalise the findings (Strydom, 2011a:223; Welman et al., 2012:55), were all the children in middle childhood in a specific private school in Pretoria, Gauteng. The school was selected based on the fact that it is a primary school, therefore a school attended by children in middle childhood, as well as due to its proximity and the willingness of the principal and the staff members to participate in the research study. Convenience sampling was therefore utilised to select the particular school (Welman et al., 2012:69).

Another feature of the population was that the school catered for children with learning disabilities, mostly ADHD, and therefore had small classroom sizes (Steenkamp, 2015). Children with learning disabilities are "individuals with average

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to above-average intelligence" who experience challenges to "take in, retain, or express information" (Louw & Louw, 2007:232). Cognitively, the children in the population would thus function on a level that would allow them to participate in the research, as confirmed by the school principal prior to obtaining permission for the research (Steenkamp, 2015). This study formed part of a number of studies to evaluate the EA Programme (Knoetze, 2012) in different settings. Four other studies were conducted at mainstream primary schools, thus the specific school involved in this research could provide valuable insights into the implementation of the programme in a school setting where children experience challenges in terms of academic learning.

The school was a private school and therefore the researcher was not required to obtain permission for the research from the Gauteng Department of Education. The governing body of the school provided permission for the research to be conducted at the school (letter of permission attached as Appendix B).

The study sample, thus the sub-group of the population that was considered for actual inclusion in the study (Strydom, 2011a:224), was selected according to certain sampling criteria that were in line with the goal of the study. Purposive sampling was used, as "[t]his method of sampling is used in special situations where the sampling is done with a specific purpose in mind" (Maree, 2010:178). The sampling criteria for the study were the following:

- Age: learners between the ages of nine and 13 years,
- Language: learners who were English or Afrikaans speaking,
- Education: learners in the intermediary classes of the school,
- Educational setting: learners who spent most of the school day in the same class, with the same educator.

The school principal and staff members selected the Grade 4 and Grade 5 intermediary classes to participate in the study. Each grade had two classes; an English-speaking and an Afrikaans-speaking class. Due to the small class sizes, the researcher included all four classes in the study. The two Grade 4 classes were allocated to the experimental group and the two Grade 5 classes to the comparison group by means of simple random sampling (Welman et al., 2012:59). Four cards

with the names of the classes were put in a container and the class indicated by the first card drawn (a Grade 4 class) was assigned to the experimental group. The other Grade 4 class was also assigned to the experimental group, while the two Grade 5 classes formed the comparison group. The EA Programme was presented to all the children in the four classes, as will be described in the next section. All the children in these classes were willing to participate in the research. The final sample consisted of 14 respondents in the experimental group and 16 respondents in the comparison group.

3.2.4.2 Data collection

Data was collected by means of a quantitative measuring instrument, namely the *Levels of Emotional Awareness Scale for Children* (LEAS-C), a standardised questionnaire developed by Dr. Richard Lane and Dr. Jane Bajgar (Bajgar & Lane, 2003). Permission to use the LEAS-C was obtained from the Department of Psychiatry at the University of Arizona, USA (attached as Appendix C). The LEAS-C consists of the standardised questionnaire, a scoring manual, and a glossary of emotion terms (Bajgar et al., 2005:572-573). The questionnaire was developed to measure levels of emotional awareness of children in middle childhood and was thus applicable to the study sample. Knoetze (2012) adapted the questionnaire for the South African context and the questionnaire was therefore available in English and in Afrikaans (attached as Appendix D). The questionnaire consists of twelve scenarios, each followed by an open-ended question, and the responses to the questions were scored based on the emotion terms provided in the glossary. The glossary of emotion words (Appendix E) was also translated into Afrikaans by Knoetze (2012) and was thus applicable to the respondents in both the Afrikaans speaking and English speaking classes.

The LEAS-C is a group administered questionnaire and the respondents completed it individually within a group setting; before and after the EA Programme was implemented. The researcher was present to answer questions the respondents might have. It was observed that the respondents asked various questions during the completion of the questionnaires. The questionnaire was used as a pre- and post-test and was intended to test respondents' ability to be in contact with their emotions, to discriminate between different emotions, and to verbalize and 'own' emotions. The

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respondents in the experimental and the comparison group completed the pre-test and the post-test within the same time frame. The experimental group completed the seven modules of the programme between the pre-test and the post-test, while the comparison group completed the programme after the post-test.

As the experimental group involved two Grade 4 classes, one English and one Afrikaans, the researcher presented the seven modules of the EA Programme separately to the two classes in their respective language. A particular module was presented on the same day to both classes in order to enhance consistency in the presentation of the programme. The group administered questionnaires (LEAS-C) were also completed separately by the Afrikaans and English-speaking respondents, however also on the same days. The researcher ensured that she prepared herself well to present the EA Programme and conduct the data collection both in English and Afrikaans.

3.2.4.3 Data analysis

The purpose of data analysis is described by Fouché and Bartley (2011:249) as "to reduce data to an intelligible and interpretable form so that the relations of research problems can be studied and tested, and conclusions drawn." The researcher analysed the data obtained from the questionnaires by firstly assigning numeric values (or weights) to the responses to each of the twelve questions in the questionnaire, using the LEAS-C glossary of words (Appendix E). Subsequently, the LEAS-C scoring manual (Appendix F) was used to score each response according to the level of complexity of emotions. In the scoring manual the complexity of emotions is scored according to different levels, ranging from level zero responses that indicate the least complex emotions to level five responses that indicate the highest level of complexity of emotions (Bajgar & Lane, 2003). The researcher used SPC XL Software for Microsoft Excel as this programme provided the statistical analysis features necessary to compile the data, interpret the data and present the data in tables and graphs. Data analysis focused on the comparison of the levels of emotional awareness of respondents in the experimental group before and after exposure to the EA Programme, as well as comparison of the levels of emotional awareness between the respondents in the experimental and the comparison groups (Knoetze, 2012:172).

The LEAS-C is a standardised scale of which the validity and reliability have been tested and have showed "acceptable internal consistency" (co-efficient alpha=.66) and "good inter-rater reliability" (r=.89) (Bajgar & Lane, 2003 in Knoetze, 2012:178). Validity involves two aspects, namely that it measures the concept in question and that the concept is measured accurately, while reliability refers to the consistency of the measurement over repeated measurements (Delport & Roestenburg, 2011:173, 177). Based on the fact that a standardised questionnaire was used and that translated questionnaires in other languages were already successfully implemented (Knoetze, 2012:14), a pilot study was not conducted as part of the study.

The Afrikaans translation of the LEAS-C was successfully used by Knoetze (2012) in her research on the topic of emotional awareness of children in middle childhood. The researcher however acknowledges that the use of both the English and Afrikaans translations of the LEAS-C in one study, as necessitated in this research study, could affect the validity and reliability of measurement. Furthermore, the researcher is aware of the fact that being the researcher as well as the presenter of the EA Programme in this study, could compromise objectivity. The use of a quantitative measuring instrument with specific guidelines for data interpretation (the glossary of words and the scoring manual) were found to be effective for maintaining objectivity in data analysis and for optimising consistency of data analysis between the Afrikaans and English responses.

3.3 ETHICAL CONSIDERATIONS

The research study was conducted with the intention to obtain the data in the least invasive way without doing any harm to the respondents. Researchers have a set of ethical guidelines that they need to bear in mind when conducting research. Ethics form the moral compass guiding the study. Babbie (2007:155) mentions that the code of ethics can be defined as the "principles and guidelines developed by professional organizations to guide research practice and clarify the line between ethical and unethical behaviour." The following ethical considerations were relevant to this study:

3.3.1 Avoidance of harm

Throughout the research study the researcher aimed to protect the participants from any form of harm. Based on the statement by Strydom (2011b:115) that the "responsibility for protecting respondents against harm reaches further than mere efforts to repair, or attempt to minimise, such harm afterwards" the researcher was aware of her responsibility to prevent any harm from occurring. The respondents and their parents were therefore provided with full details of the study and informed of possible risks the study could entail. This provided them with the opportunity to decide whether to take part in the study. However, there was also a chance that respondents could experience emotional distress during the course of the research due to the nature of the study. As the focus of the EA Programme was on emotions, the respondents could become more aware of how they felt, which might lead to emotional distress. It was the duty of the researcher to explain the risk of possible harm to the respondents and ensure that support would be available, if needed. The researcher arranged that respondents who were identified as experiencing emotional distress could be referred to the counsellor at the school. This information was included in the letters of informed consent and informed assent. None of the respondents in the study needed to be referred for counselling. It needs to be emphasised that the EA Programme (Knoetze, 2012) was developed to enhance the emotional awareness of children in middle childhood, which was likely to benefit the respondents as it could help them to recognise their own emotions and deal with it more competently in the future.

3.3.2 Informed consent and voluntary participation

Respondents in the study were asked to sign a letter of informed assent (refer Appendix G) and, as they were minors, their parents/guardian were asked to sign a letter of informed consent (refer Appendix H). The informed consent and assent letters contained at least four items as recommended by Lang (2003:193), namely information on the nature and objectives of the study, what exactly the subject would be asked to do as a participant in research, the possible risks for the subject, and that the subject would be free to end his/her participation at any time. The informed consent and assent letters provided detailed information about the study to the respondents and to their parents/guardian.

Welman et al. (2012:20) emphasise the importance that informed consent letters need to thoroughly and truthfully provide information on the research before research participants and their parents/guardians can provide their permission to participate in the research. The researcher requested the parents/guardians and respondents to sign the letters of informed consent and assent before the pre-test was conducted. At the time of the pre-test, the information in the assent letters was repeated verbally to make sure the respondents understood the content.

In both letters it was stated that the respondents would voluntarily participate in the study and could withdraw from the study at any time, and that there would be no negative consequences should they withdraw. This information was important to uphold the ethical principle of voluntary participation in research (Strydom, 2011b:116-117). No respondents withdrew from the study.

3.3.3 Deception of respondents

The researcher is of the opinion that especially when working with children, as in this study, it would have been morally incorrect to deceive children in order to get information. The researcher therefore provided the respondents and their parents with accurate and detailed information about the study in the letters of informed assent and informed consent (Welman et al., 2012:20). Lang (2003:195) regards this aspect as important, as the researcher's credibility is at stake.

3.3.4 Violation of privacy, anonymity and confidentiality

The information collected from the respondents for the purpose of the study, whether personal details or any other form of information, was kept private which means that the participants' identity was not made known (Welman et al., 2012:201). Tolmie et al. (2011:60) indicate that privacy entails the secure storage of data, while the personal information of the respondents is not divulged. In order to uphold privacy, the researcher labelled the questionnaires with code numbers. This, together with the fact that the questionnaires were group administered, also supported anonymity as it would not be possible to link a specific questionnaire with a specific respondent (Strydom, 2011b:120). The researcher kept a record of the codes so that the respondents' pre-test and post-test questionnaires could be compared. The use of a coding system also assisted the researcher to uphold confidentiality, as personal

information was protected. The raw data will be securely stored according to the stipulations of the University of Pretoria.

3.3.5 Denial of treatment

Because of the comparison group pre-test post-test research design, the comparison group was not exposed to the EA Programme as part of the empirical research. It is clearly stated by Strydom (2011b:121) that it would be unethical to deny beneficial services to clients for the purpose of research. Therefore, the EA Programme was presented to the comparison group after the data collection for the study was completed. The programme was presented to them during the first seven weeks of the third semester of 2015.

3.3.6 Debriefing of participants

Debriefing took place at the conclusion of data collection and offered the respondents in the study an opportunity to discuss their involvement in the study and receive more information about the research, should it be needed (Tolmie et al., 2011:63). Debriefing included talking about the respondents' experience of being part of the EA Programme and the data collection, as well as clarifying possible misunderstandings related to the study (Strydom, 2011b:122).

3.3.7 Actions and competence of researchers

Researchers should at all times ensure that they abide by the ethics of research. One of the ethical aspects referred to is the competence of the researcher. Tolmie et al. (2011:62) mention the following about this aspect: "The principle of competence is concerned primarily with the maintenance of standards of performance through continuing professional development and learning."

The researcher is a qualified social worker and has experience in working with children. At the time of the study she worked at a therapy unit at a school and thus had insight into the educational setting. As the study was not conducted at the school where the researcher was employed, there was no conflict of interest.

The researcher further thoroughly familiarised herself with the content of the EA Programme and of the measuring instrument, the LEAS-C, including the

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questionnaire, the glossary of words, and the scoring manual. This ensured that she could optimally present the programme, both in English and Afrikaans, and accurately report the findings of the study.

Finally, the research was approved by the Ethics Committee of the Faculty of Humanities (Appendix I).

3.3.8 Publication of the findings

The findings of the research are presented in this research report and will be accessible to other researchers and interested parties, as suggested by Strydom (2011b:126). Creswell (2009:29) mentions that a research study must produce new material and not be a duplication of other research done. The research report presents the findings of a study that was aimed to evaluate the EA Programme developed by Knoetze (2012) based on her recommendation that further research be conducted to evaluate the programme in different settings (Knoetze, 2012:235). In this way the study could contribute to new knowledge. The research findings are presented in the next section.

3.4 EMPIRICAL RESULTS

The purpose of quantitative data analysis is to condense the data into interpretable form in order to obtain meaning from the information (Fouché & Bartley, 2011:249). The data obtained in this research was processed and interpreted by the researcher according to the scoring instructions in the LEAS-C (Bajgar & Lane, 2003). The research findings are presented in two sections. In the first section, Section A, the biographical profile of the respondents is presented, while the research findings are presented in the second section, Section B.

3.4.1 Section A: Biographical profile of respondents

The profile of the respondents is presented in terms of their age and developmental phase, gender and language.

3.4.1.1 Age and developmental phase

Based on the fact that the research focused on children in middle childhood, one of the sampling criteria for this study was that respondents should be between the ages

of six and 12/13 years (Louw & Louw, 2007:214). The researcher used purposive sampling and, with the assistance of the school, Grade 4 and Grade 5 learners were chosen as respondents for the research. The respondents were thus in the middle childhood phase, and were between the ages of ten and 11 years old. As their ages were towards the higher end of the developmental stage, they would have the necessary abilities to participate in the EA Programme and the study. These abilities include writing and language abilities, the ability for logical thought and for understanding the views of others, as well as ability to understand complex emotions, to understand situations that lead to emotions, and to express emotions (Berk, 2013:189; Berk, 2006:404; Henderson & Thompson, 2011:33; Louw & Louw, 2007:244). During middle childhood children's social development also makes it possible for them to obey rules and participate in group activities (Louw & Louw, 2007:216). The age distribution of the respondents is presented in Figure 3.1.
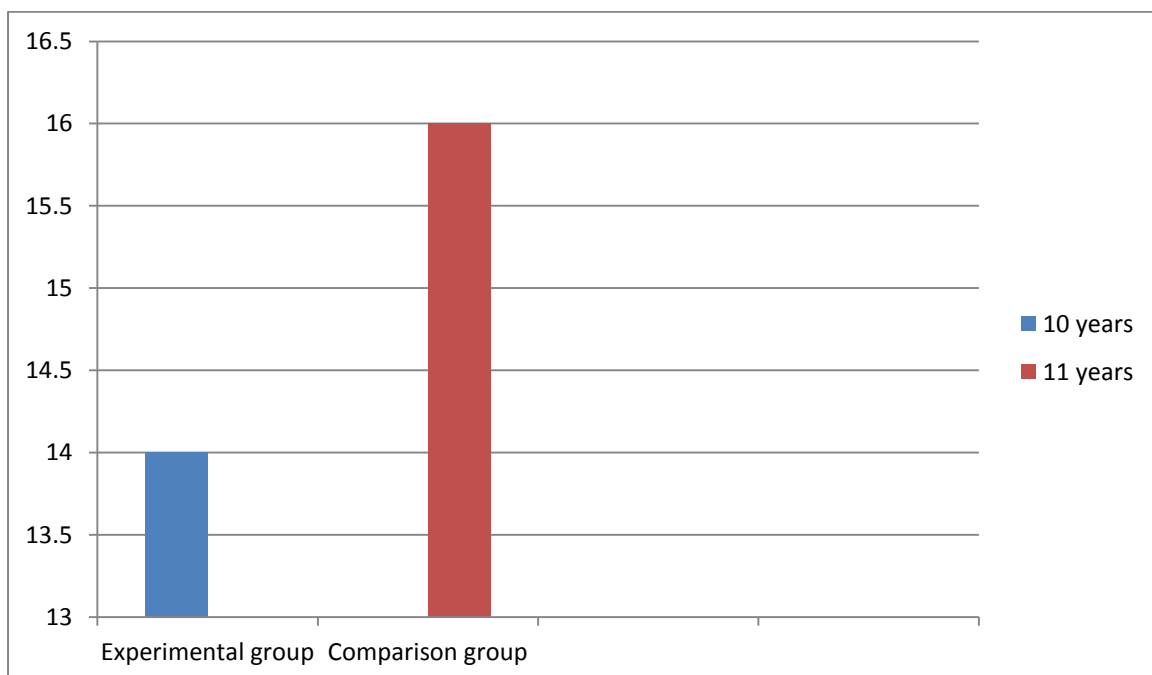
Figure 3.1: Age composition of respondents

As indicated in Figure 3.1, the 14 respondents in the experimental group were all 10 years old, while the 16 respondents in the comparison group were all 11 years old. This age distribution between the groups was related to their school grades - the experimental group were in Grade 4 and the comparison group were in Grade 5.

3.4.1.2 Gender of the respondents

Most of the respondents in the study were males. From the total of 30 respondents, five (5) were female and 25 were males. The gender distribution of the participants is presented in Figure 3.2.
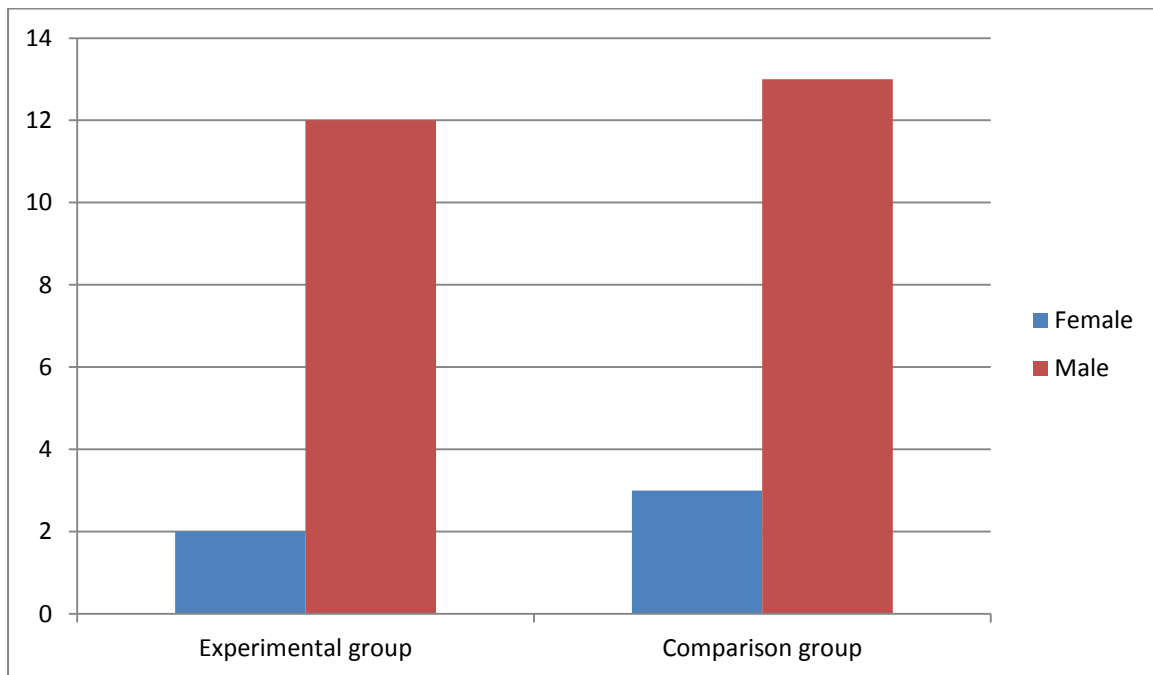
Figure 3.2: Gender composition of respondents

As indicated in Figure 3.2 there were two females in the experimental group; one in the English and one in the Afrikaans class. Figure 3.2 also shows that there were three females in the comparison group. Of these, one was in the Afrikaans class and two were in the English class. There was therefore a substantial difference in the gender composition of both groups, with the majority of the respondents in the groups being males.

3.4.1.3 Language

The respondents included in the study were learners at a double medium primary school in Pretoria. The school had two Grade 4 classes and two Grade 5 classes, with an Afrikaans speaking and an English speaking class in each grade. Due to the small class sizes, all four classes were included in the study. With both grades the classrooms for the Afrikaans and English speaking classes were adjacent to each

other. The researcher presented the EA Programme to the experimental group, which consisted of the two Grade 4 classes; first to the Afrikaans class and directly afterwards to the English class. Each individual module of the programme was thus presented on the same day and in two consecutive class periods in an effort to present the programme as consistently as possible in terms of the content and time frame. After the post-test, the programme was presented in a similar way to the two classes that formed the comparison group. The language composition of the respondents in the groups is presented in Table 3.1.

Table 3.1: Language composition of respondents

Group	Language	Frequency	Percentage
Experimental group (Gr. 4)	Afrikaans	6	42.8%
	English	8	57.0%
	Total:	**14**	**100%**
Comparison group (Gr. 5)	Afrikaans	6	37.5%
	English	10	62.5%
	Total:	**16**	**100%**

In both the experimental and the comparison groups, there were more English speaking respondents than Afrikaans speaking respondents. As the EA Programme and the data collection was conducted separately for the different language groups, either in English or Afrikaans, the researcher is of the opinion that the language of the participants had no or limited effect on the outcome of the study. The research findings are discussed in the next section.

3.4.2 Section B: Research findings

This section contains the research findings of the study based on the data obtained during the pre-test and post-test. Data was collected by means of the *Levels of Emotional Awareness Scale for Children* (LEAS-C) (Lane & Bajgar, 2003). The EA Programme was implemented by the researcher and the aim of the study was to determine whether the programme had an effect in terms of the respondents' emotional vocabulary and their levels of emotional awareness (Knoetze, 2012:192). The findings will thus be presented according to these two aspects, namely:

- Sub-section 1: Development of emotional vocabulary
- Sub-section 2: Levels of emotional awareness

3.4.2.1 Sub-section 1: Development of emotional vocabulary

In order for children to effectively express their emotions, they first need to be able to identify and name their emotions (Geldard & Geldard, 2008:252). One of the specific aims of the EA Programme was to enhance the emotional vocabulary of children in middle childhood (Knoetze, 2012:192). In essence emotional vocabulary can be measured according to the level of complexity of emotion words and in this study the respondents' emotional vocabulary was determined by assigning a value to their emotion responses according to the outline in the glossary of words (Appendix E) that form part of the LEAS-C measuring instrument.

According to the LEAS-C measuring instrument the emotion words obtained from the responses to the 12 scenarios in the questionnaire can be scored on five levels, depending on the complexity of emotion words. The words listed in the glossary of words have values attributed to them, ranging from level zero (0) to level three (3). Level zero to level three words are thus scored according to the glossary of words (Appendix E), while level four (4) and five (5) words stem from the combination of complex words and sentence formation, according to the guidelines in the scoring manual (Appendix F). By comparing the pre-test and post-test levels of emotion words in the responses of the experimental group, as well as comparing them with the pre-test and post-test levels in the responses of the comparison group, a conclusion could be made on whether participation in the EA Programme made a difference in the respondents' emotional vocabulary.

The development of emotional vocabulary was determined by two measurements. Firstly, the frequency of the emotion words used according to the respective levels in the LEAS-C was calculated, and secondly, the use of strong and weak emotion words was determined. The findings for these two measurements are presented next.

3.4.2.1.1 Frequency of emotion word responses according to the LEAS-C levels of emotional value

In this section the number of emotion responses used by the respondents in the experimental and the comparison groups according to the levels in LEAS-C glossary of words and the scoring manual, is indicated. Each level will be presented according to the number of emotion words in the pre-test and post-test, for both the experimental and the comparison groups. However only level zero to level three responses will be discussed as the respondents' answers to the 12 scenarios in the questionnaire did not lead to the emotion word combinations that was required for level four and five responses.

- **Level zero responses**

Level zero responses in essence do not impact on the scoring of the questionnaires. However, it provides a good overall indication of the emotion word responses by the respondents (Knoetze, 2012:192). Level zero responses are mainly scored when no response is given or when a response indicates a cognition-based response, for example "I think" rather than an emotion-laden word (refer Appendix F). The frequency of level zero responses are presented in Figure 3.3 below.
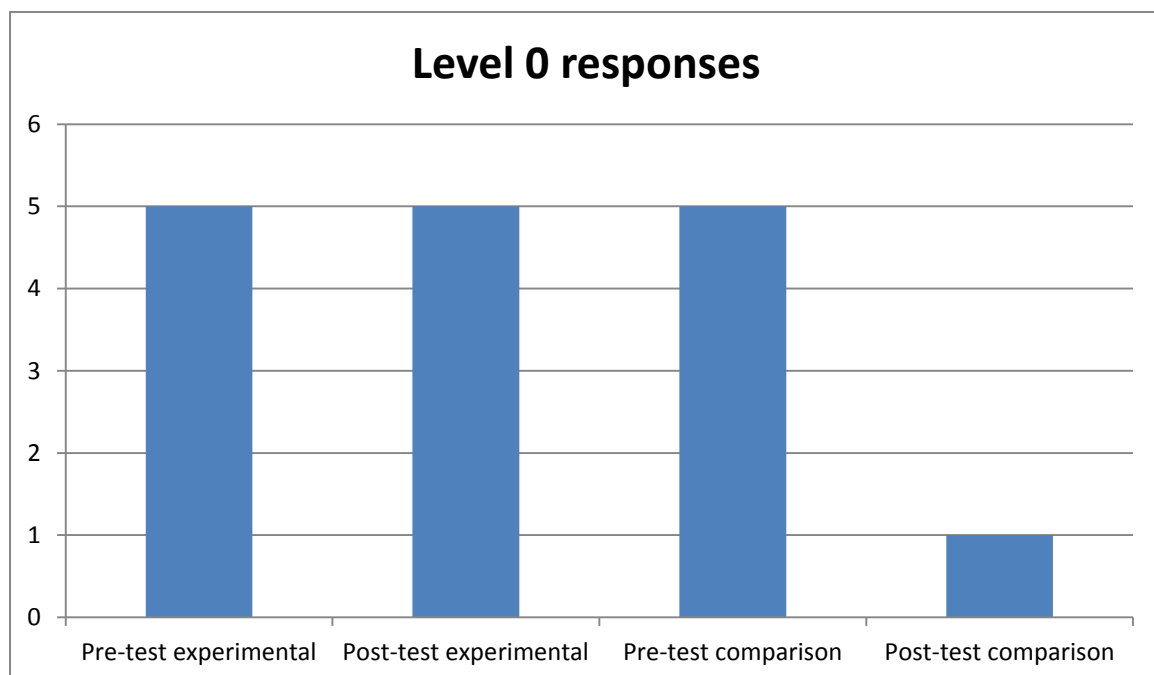
Figure 3.3: Level zero responses

As evident in Figure 3.3, there was minimal use of level zero words in the pre-test and in the post-test in both the experimental and the comparison groups. The experimental group's pre-test showed five (5) level zero responses, which remained constant at five (5) responses in the post-test. The comparison group's pre-test showed five (5) level zero responses, while the number of responses on this level decreased to one (1) in the post-test. As the aim of the EA Programme was to increase the level of emotion-laden responses, the fact that no change occurred in the level zero responses in the experimental group could be interpreted as that the programme had no effect on the level zero emotion words used by the respondents. With the data analysis it was noticed that one of the respondents in the experimental group used the level zero word 'confused' on a few occasions in the post-test, which could explain the persistence of level zero words.

- **Level one responses**

A level one response is regarded as a low emotion response, indicating a low awareness of emotions. Level one responses refer to somatic symptoms, for example "I would feel sick", or responses that show no emotional content, for example "I feel nothing" or "I don't know" (refer Appendix F). The level one responses in the study are indicated in Figure 3.4 below.
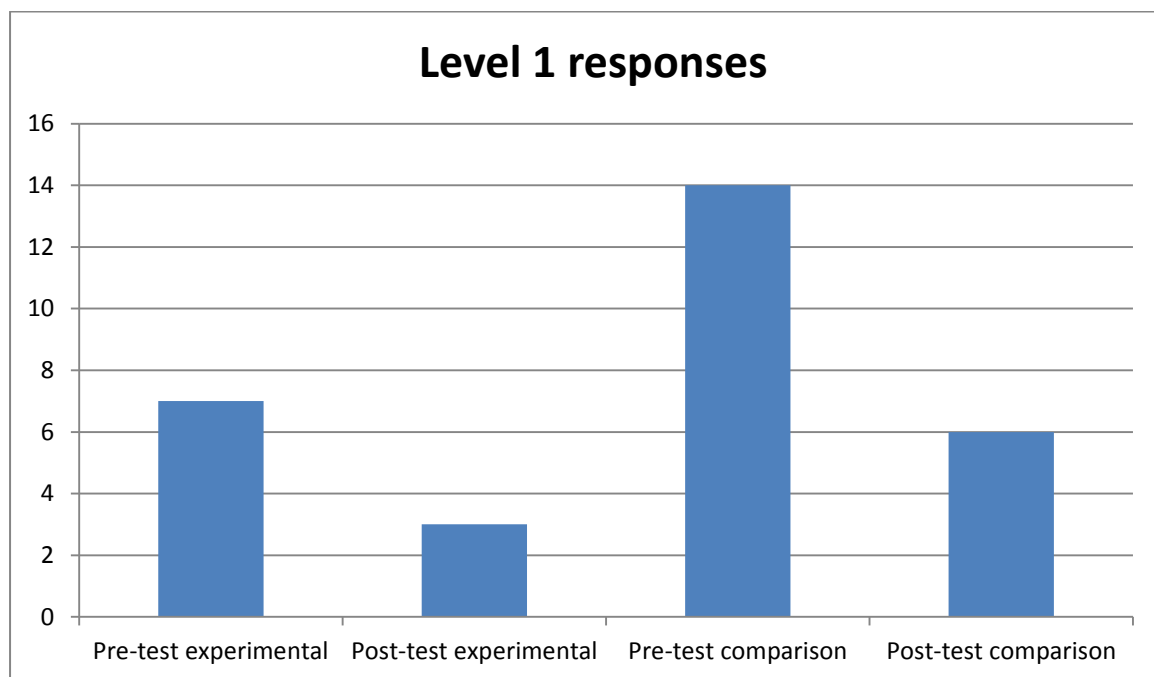
Figure 3.4: Level one responses

Figure 3.4 indicates a relatively low number of level one responses in the experimental and in the comparison groups in the pre-test and post-test. The experimental group's pre-test responses showed seven (7) level one responses, which decreased by four (4) responses, resulting in three (3) level one responses in the post-test. The comparison group presented with fourteen (14) level one responses in the pre-test, which decreased by eight (8) in the post-test, in which they responded with six (6) level one responses. In both groups the post-test responses were just below half of those in the pre-test; thus showing a similar pattern.

- **Level two responses**

A level two response refers to a response that indicates an action, for example "I would feel like hitting a wall" or reflects a generalised description of emotions, for example "I would feel bad" (refer Appendix F). Figure 3.5 indicates the level two responses for the pre-test and post-test of the experimental and comparison groups.
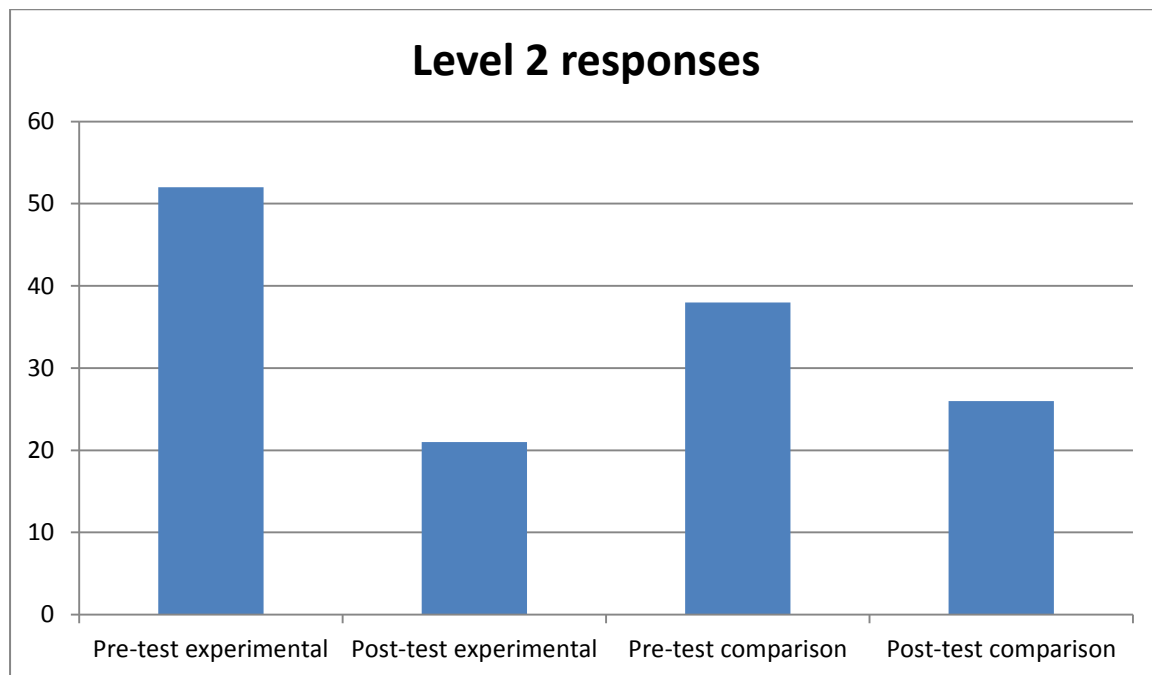
Figure 3.5: Level two responses

Compared to the level zero and level one responses, the responses of both the experimental and the comparison groups showed a relatively high number of level two emotion words in the pre-test. Both groups presented with a decrease in level two responses in the post-test. The experimental group showed quite a significant decrease of 31 responses (from 52 to 21) from pre- to post-test, compared to the

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comparison group that showed a decrease of 12 points (from 38 to 26) from pre- to post-test. It could be argued that the notable decrease in the number of level two responses for the experimental group was due to their exposure to the EA Programme, however the findings cannot be interpreted without considering the findings on the other emotion word levels.

- **Level three responses**

Level three responses reflect unidimensional or single emotions such as "I feel sad" or "I feel happy" (refer Appendix F). Although level three responses indicate words with a higher emotion value than level zero to level two responses, they are presented as single emotion words and do not provide a rich description of emotions (Knoetze, 2012:194). Level three responses therefore reflect emotion words used in isolation and do not represent combinations of emotion words. Most of the responses given by the respondents, both in the pre-test and the post-test, were of this nature, as indicated in Figure 3.6 below.
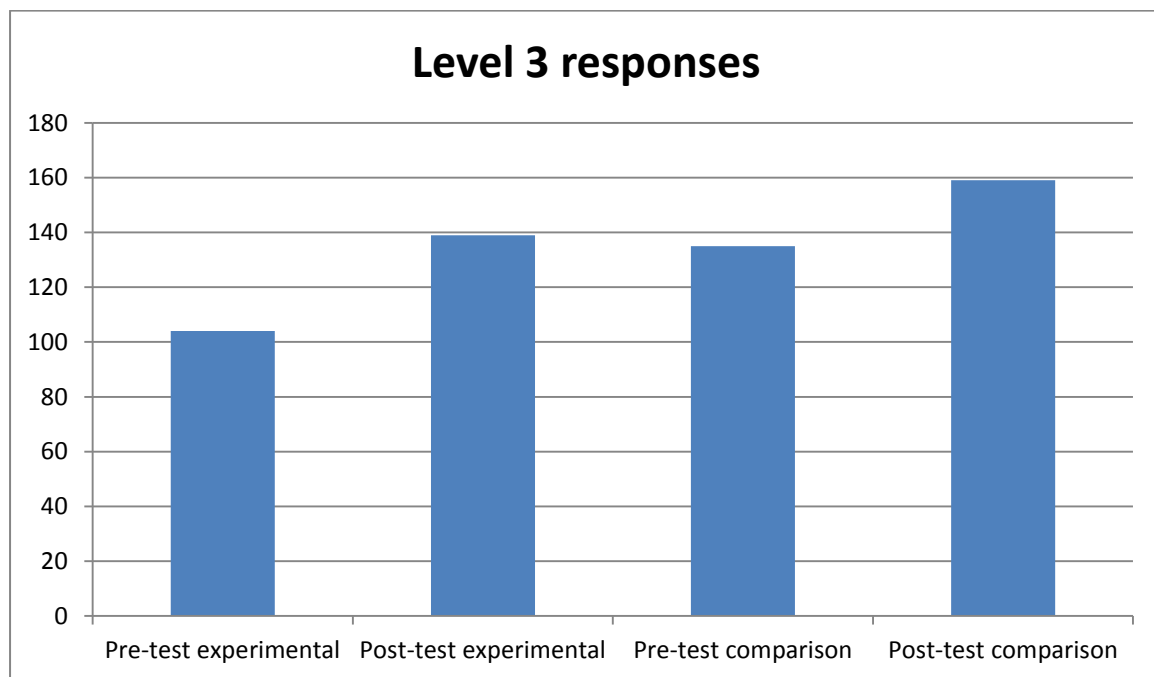
Figure 3.6: Level three responses

Both groups showed the highest frequency of pre-test responses in terms of level three emotion words, with the experimental group presenting with 104 responses and the comparison group with 135 responses. Both groups also showed an increase in level three responses in the post-test. The level three responses of the

experimental group increased by 35 responses; from 104 in the pre-test to 139 responses in the post-test. The responses of the comparison group increased by 24; from 135 responses in the pre-test to 159 in the post-test.

The experimental group showed a greater increase in level three responses from the pre-test to the post-test than the comparison group. The increase could be because of their exposure to the EA Programme, especially if interpreted together with the decline in level two responses in the post-test, as indicated in previously. These findings could indicate an increase in their emotional vocabulary. It should be noted that the findings for the comparison group in terms of level three as well as level two responses show a similar pattern, though not to the same extent as that of the experimental group.

- **Level four and five responses**

No level four or five emotion words were scored for either the experimental or the comparison group. Level four responses indicate a combination of emotion words that provide a more complex description of an emotion, for example indicating that the person feels sad as well as angry in the same situation; thus a combination of two or more level three responses. Level five responses are scored based on a level four response for both the self and for others in response to a scenario in the questionnaire (refer Appendix F). As there were no level four responses, it is evident that there would be no level five responses.

The fact that no level four responses were evident in the questionnaires indicate that no respondents in the experimental and the comparison groups provided answers that contained a combination of two or more clearly distinguishable level three responses. Level four responses point to a higher complexity in emotional vocabulary. The absence of level four responses indicates that the EA Programme did not enhance the emotional vocabulary of the respondents in the experimental group on this level.

3.4.2.1.2 Summary of frequency of emotion word responses

A summary of the emotion word responses for the experimental group and the comparison group in the pre-test and post-test is provided in Figure 3.7 below.

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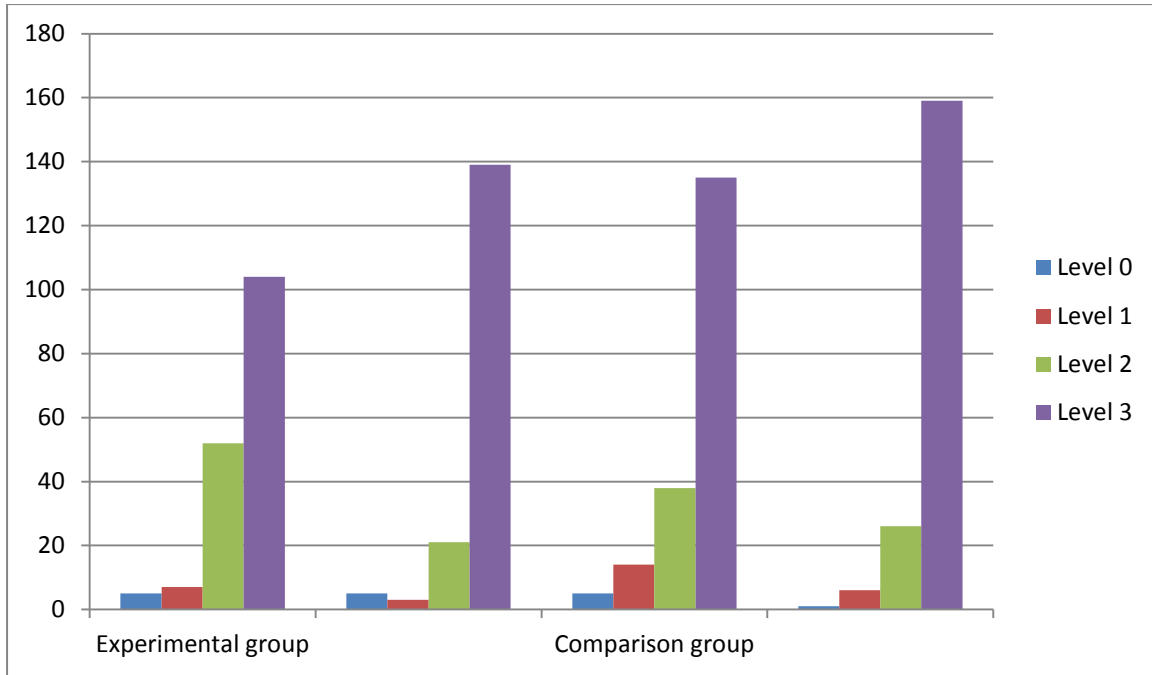
Figure 3.7: Pre-test and post-test emotion word response frequencies in the experimental and comparison group

As indicated in Figure 3.7 the responses on level zero and level one were generally low in the pre-test and post-test of both groups. Level zero and level one responses for both groups were more or less similar.

A difference in responses between the experimental and the comparison groups is more notable when looking at level two and level three responses. In the pre-test the experimental group had a slightly higher frequency of level two responses (52 responses) than the comparison group (38 responses). A comparison between the frequencies of level two responses between the pre-test and the post-test for the two groups show a notable decline in level two words in the experimental group (a difference of 31 responses), compared to the decline in level two words in the comparison group (a difference of 12 responses). In terms of level three words, the experimental group showed an increase of 35 responses from the pre-test to the post-test, while the comparison group showed an increase of 24 responses from pre- to post-test.

When considering the total changes in the level two and level three words from pre- to post-test, it transpires that the extent of change was notably higher in the experimental than in the comparison group. In this regard the decline in level two

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words from the pre- to the post-test was greater in the experimental group than in the comparison group. A similar pattern was observed in terms of the increase in level three words, where the increase in these words from the pre- to the post-test was greater in the experimental group than in the comparison group. The decline of 31 level two responses and the increase of 35 level three responses in the experimental group add to a total of 66 words. In the comparison group the decline of 12 level two responses and the increase of 24 level three responses between the pre-test and the post-test, amount to 36 responses. Combined, these findings indicate a more prominent positive change in the levels of emotion words in the experimental group.

In both groups there were no level four and five responses, indicating that none of the respondents in the study did at any time make use of responses that represented a combination of level three emotion words. The difference between the two groups in terms of the frequencies of emotion words on levels two and three, could indicate that exposure to the EA Programme enhanced the emotional vocabulary of the experimental group, even though only up to level two and three words.

As in the study by Knoetze (2012:200), the complexity of emotion words could also be indicated by the use of strong and weak emotion words. The prevalence of strong and weak emotion words in the responses in this study is discussed in the next section.

3.4.2.1.3 Strong and weak emotion words

In her study Knoetze (2012:200) states that weak emotion words such as *happy, sad, bad, glad* and *better* are used in everyday life. She indicates that strong emotion words add suggestive meaning to a feeling or emotional experience and include words such as *excited, disappointed, furious, shocked, surprise, worried* and *surprised*. The prevalence of weak and strong words used by respondents in the experimental group and the comparison group is presented subsequently. A decrease in weak emotion words or an insignificant increase in strong emotion words would indicate that the respondents did not learn to use more emotion-laden words. On the other hand, an increase in strong emotion words or decline in weak emotion words in the responses of the experimental group would mean that the EA Programme enhanced their use of more emotion-laden words.

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The use of weak emotion words by respondents in the experimental group and the comparison group will first be discussed, followed by the discussion on the use of strong emotion words by the respondents in two respective groups.

- **Weak emotion words**

The use of weak emotion words by the respondents in the experimental group in the pre- and post-test is presented in Figure 3.8 below.
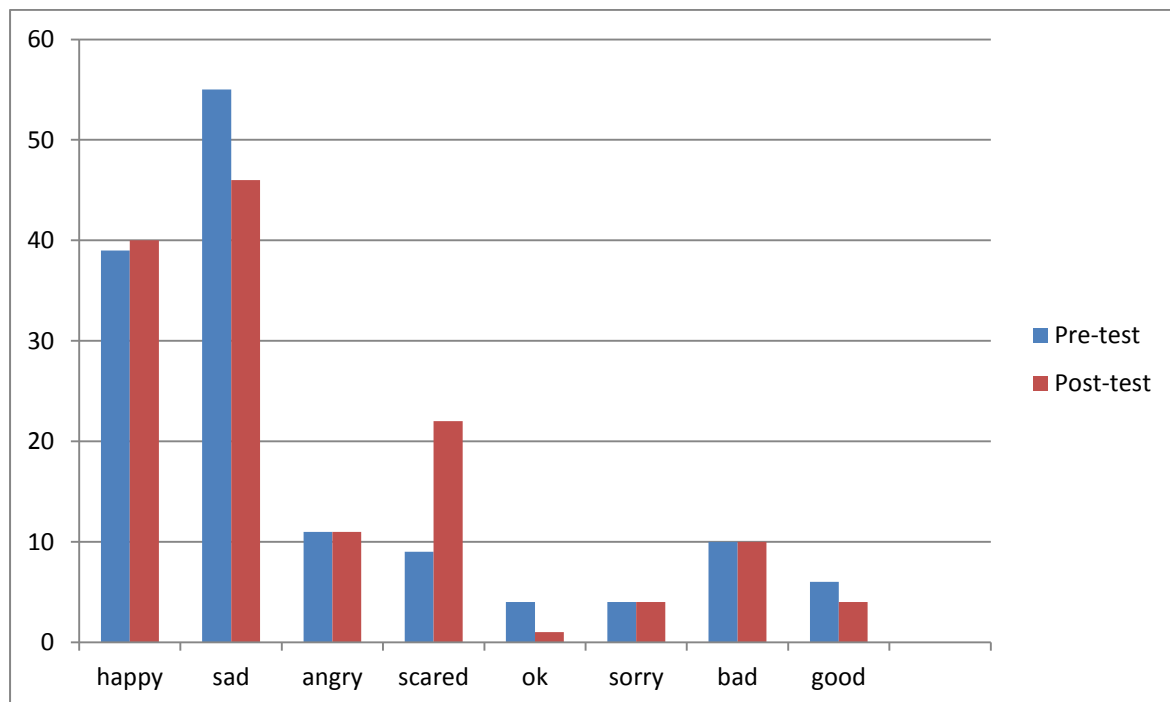
Figure 3.8: Weak emotion words used by the experimental group

As indicated in Figure 3.8 the words *happy* and *sad* were the words that stood out as the words mostly used by the participants in the experimental group. This was the case for both the pre-test and the post-test. Overall there was not a marked difference in the use of weak emotion words between the pre-test and post-test. The words that showed the most change in the frequency of use from pre- to post-test, were *sad*, which decreased by nine (9) counts (from 55 to 46) and *scared*, which showed an increase of 13 counts (from nine to 22). Some words showed minimal change. These words are *happy* (an increase by one count from 39 to 40), *OK* (a decrease by three counts from four to one), and *good* (a decrease by two counts from six to four). The frequency of the words *angry*, *sorry* and *bad* remained the same from the pre- to the post-test. The relatively high increase in the word *scared* is

noted. Although it is a weak emotion word, it is recognised that children generally steer away from expressing painful emotions (Oaklander, 2006:41-42), of which the word *scared* is an example. The experimental group used a total of 138 weak emotion words in the pre-test, which remained at 138 in the post-test.

The use of weak emotion words by the respondents in the comparison group is presented in Figure 3.9 below.
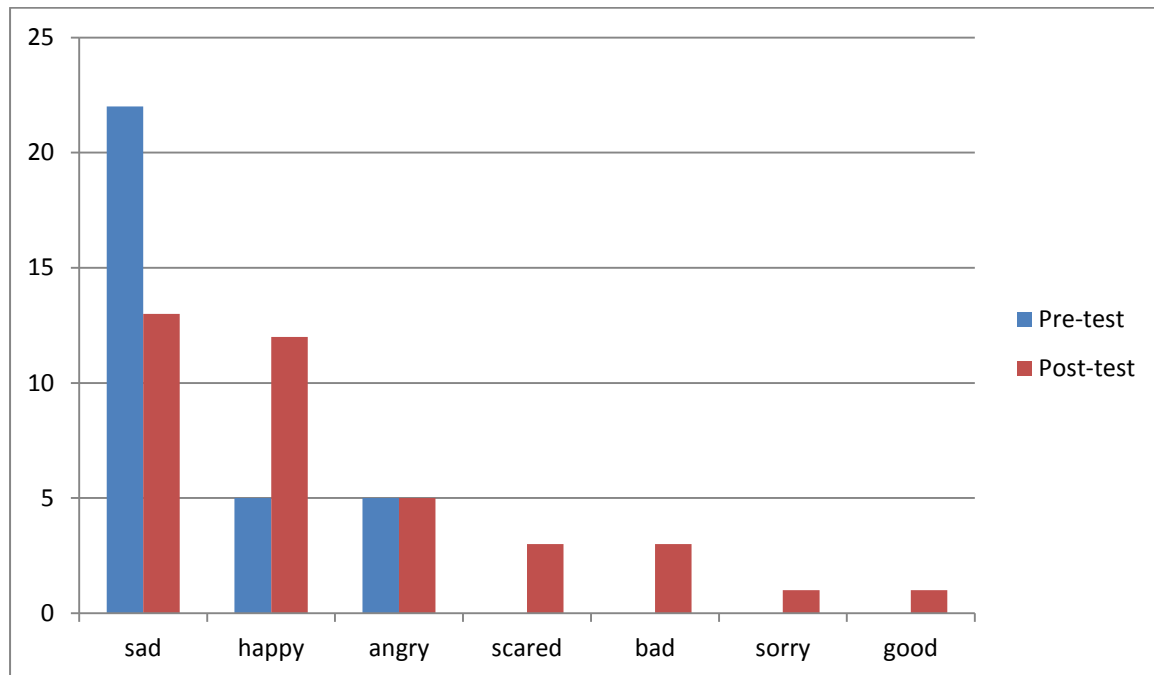
Figure 3.9: Weak emotion words used by the comparison group

The comparison group only used a variety of three weak emotion words in the pre-test, namely the words *sad*, h*appy* and *angry*. In the post-test, the use of the word *sad* showed a decrease by nine (9) counts (from 22 to 13 responses), the word *happy* showed an increase by seven (7) counts (from five to 12 responses), and the word *angry* stayed the same at five (5) counts. The participants used a number of new weak emotion words in the post-test, namely *scared, bad, sorry* and *good*, however all with a low frequency of between one (1) and three (3) counts. In total, the comparison group used 32 weak words in the pre-test and 38 in the post-test.

When comparing the **variety of weak emotion words** used by the experimental group with those used by the comparison group, the general pattern shows that both groups mostly used the emotion words *happy* and *sad*, both in the pre-test and the post-test. However, in the pre-test there was a noticeable difference in the variety of

weak emotion words used by the experimental group as compared to the comparison group - the experimental group used eight (8) different weak words to describe emotions, while the comparison group used only three (3) different weak emotion words. In the post-test the variety of words were almost equal between the groups, with the experimental group using eight (8) weak words and the comparison group using seven (7) weak emotion words. The variety of weak words in the experimental group remained constant from the pre-test to the post-test, while the respondents in the comparison group used a larger variety of weak words in the post-test than in the pre-test.

Another pattern that appeared in the findings, was related to the total **number** (frequency) **of weak emotion words** used by the respondents in the two groups respectively. The respondents in the experimental group used a total of 138 weak emotion words in the pre-test, which remained the same in the post-test. In this group, the variety and total number of weak words thus remained constant from the pre-test to the post-test. The respondents in the comparison group used a total of 32 weak emotion words in the pre-test. These increased to 38 words in the post-test and shows a similar pattern to the variety of weak words, which also showed an increase from the pre-test to the post-test. The strong emotion words used by the respondents in the experimental and the comparison groups will be discussed next.

- **Strong emotion words**

The strong emotion words used by the participants in the experimental group are presented in Figure 3.10 below.
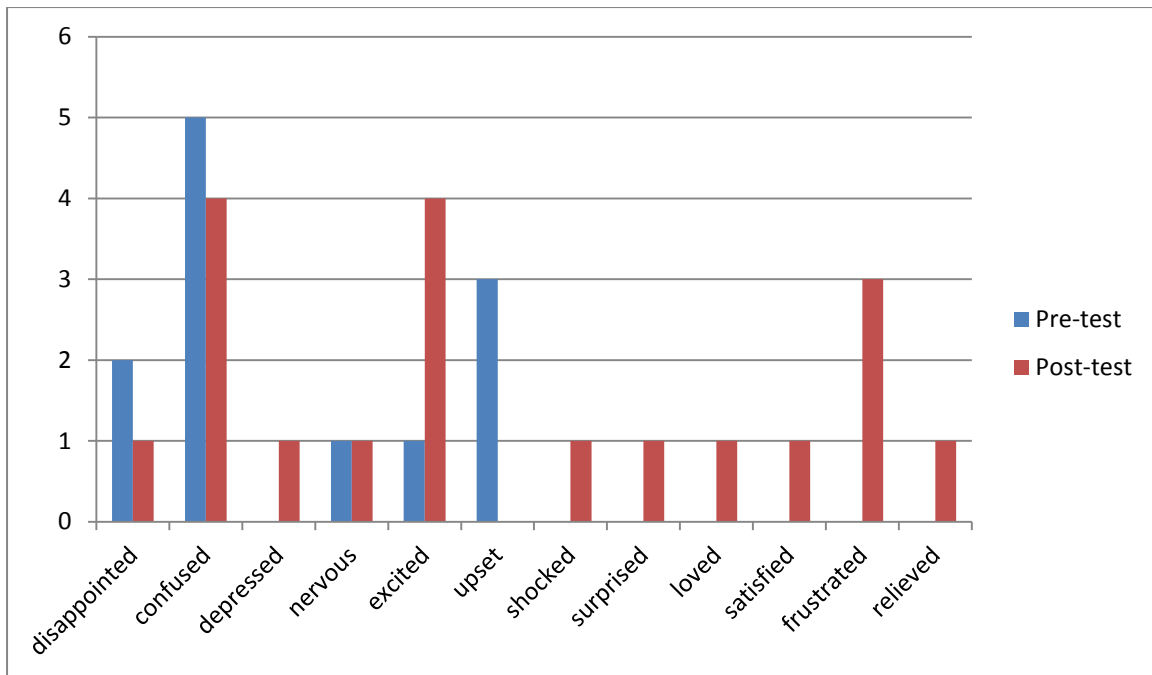
Figure 3.10: Strong emotion words used by the experimental group

The respondents in the experimental group made limited use of strong emotion words in the pre-test, both in terms of the variety and the frequency of words. Overall, the **number** (frequency) **of strong emotion words** in the pre-test and the post-test was low. In the pre-test 12 strong emotion words were used and in the post-test 19 strong emotion words were used.

In terms of **variety**, five (5) strong emotion words were used by the respondents in the experimental group in the pre-test, namely *disappointed, confused, nervous, excited* and *upset*. This group showed an increase in strong emotion words used in the post-test. Although the frequency of use of two words showed a decrease by one count from the pre-test to the post-test, seven (7) new words, namely *depressed, shocked, surprised, loved, satisfied, frustrated* and *relieved*, were used in the post-test. As the word *upset* was not used again in the post-test, the variety of strong emotion words amounted to 11 different words in the post-test, however still with a limited frequency. The increase in the frequency and the variety of strong emotion words in the post-test could possibly be ascribed to exposure to the EA Programme.

The use of strong emotion words by the respondents in the comparison group is presented in Figure 3.11 below.
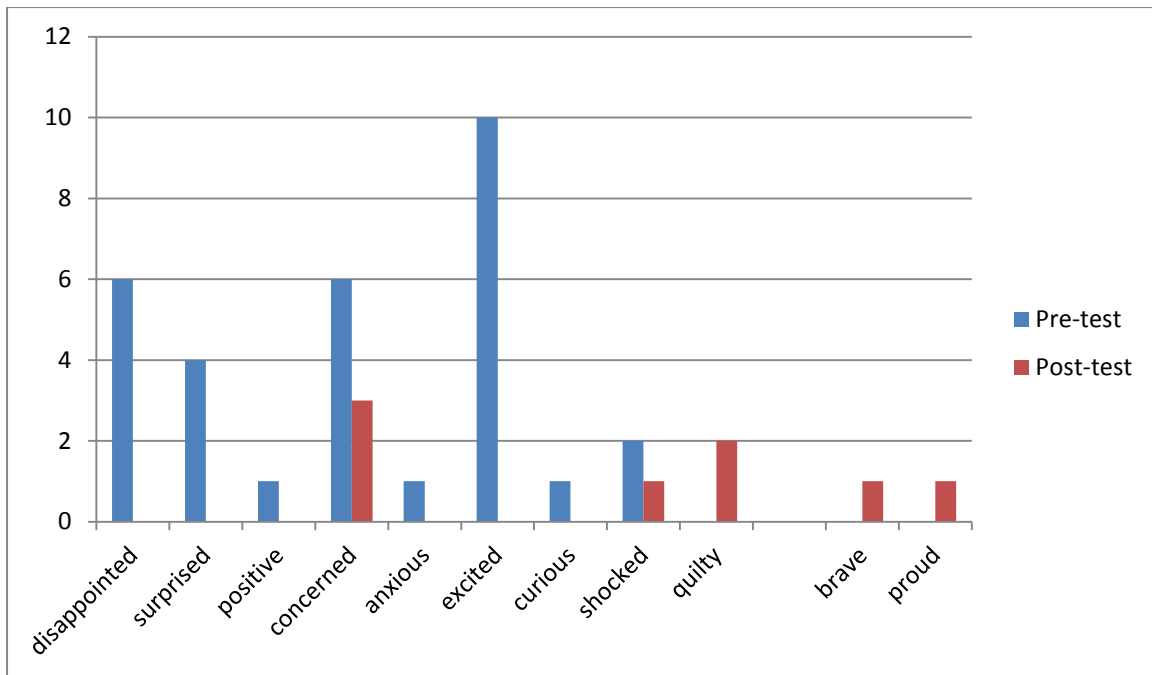
Figure 3.11: Strong emotion words used by the comparison group

The participants in the comparison group used a **variety** of eight (8) **strong emotion words** during the pre-test. The words used in the pre-test were the following, with the frequency of responses for each indicated in brackets: *disappointed* (6), *surprised* (4), *positive* (1), *concerned* (6), *anxious* (1), *excited* (10), *curious* (1), and *shocked* (2). In this group the **frequency** of strong emotion words in the pre-test was higher (a total of 31 responses) when compared to the total of 12 strong emotion words in the pre-test responses of the experimental group. There was however a decline in the variety of strong emotion words in the post-test of the comparison group, with only five (5) words being used: *proud* (1), *brave* (1), *guilty* (2), *concerned* (3), and *shocked* (1). For this group, the total frequency of strong emotion words dropped from 31 in the pre-test to eight (8) in the post-test.

For both the experimental and the comparison group the frequency of the use of strong emotions words was low when compared to the frequency of weak emotion words. In the experimental group, the total frequency of strong emotion words for the pre- and post-test was 31, compared to the total frequency of 276 weak emotion words in the pre- and post-test. In the comparison group, the total frequency of the strong emotion words in the pre- and post-test was 39, while the total frequency of weak emotion words in the pre- and post-test for this group was 70. The increase in the use of strong emotion words in the experimental group in the post-test and the

concurrent decrease in the use of strong emotion words in the comparison group, could indicate that the EA Programme had a positive effect on the use of strong emotion words in the experimental group. An overview of the use of weak and strong emotion words is presented in Table 3.2 below.

Table 3.2: Weak and strong emotion words used by the experimental and comparison groups

Group		Pre-test	Post-test	Total
Experimental group	Weak emotion words	138	138	276
	Strong emotion words	12	19	31
	Total:	150	157	307
Comparison group	Weak emotion words	32	38	70
	Strong emotion words	31	8	39
	Total:	63	46	109

An overview of the findings in this section, as presented in Table 3.2, indicates that the respondents in the experimental group tended to use more emotion words (307 words in total) than those in the comparison group (109 in total) in the pre-test and the post-test combined. When comparing the two groups in terms of weak and strong emotion words, it is evident that the experimental group used a markedly higher number of weak emotion words than the comparison group. For the pre- and post-test combined, the experimental group presented with a total of 276 responses, compared to the 70 responses by the respondents in the comparison group in the two tests. Although the comparison group used a higher number of strong emotion words in the pre- and post-test combined (39 responses), this was not much higher than the combined frequency for the experimental group (31 responses).

The above results are presented taking into account the number of respondents in each group, as well as the age range of the respondents in the two groups. Given the fact that there were 14 respondents in the experimental group and two more respondents in the comparison group, the difference in the total emotion word responses indicate that the experimental group seemed to have a much more frequent use of emotion words than the comparison group, though mostly in terms of weak emotion words. The use of more strong emotion words by the comparison

group (a total of 39 words) than the experimental group (a total of 31 words) in the pre- and post-test combined, could possibly be ascribed to the difference in age between the two groups. On average, the respondents in the comparison group were one year older than those in the experimental group, which could benefit them in terms of a more advanced emotional vocabulary. However, it is noticed that the number of strong emotion words used by the respondents in the comparison group showed a decline from the pre-test to the post-test (from 31 to 8 emotion words), while the strong emotion words in the experimental group showed an increase from pre- to post-test (from 12 to 19 words). Although it is not possible to explain this drop in strong words in the comparison group, it could be that the EA Programme contributed to the increase in strong emotion words in the experimental group. However, it is recognised that this increase was relatively limited.

In the next section, the levels of emotional awareness in the two groups will be discussed.

3.4.2.2 Sub-section 2: Emotional awareness levels

Bajgar and Lane (2003) developed the LEAS-C as a standardised questionnaire for measuring the levels of emotional awareness of children. The measurement entails that the responses of the respondents to the scenarios depicted in the questionnaire add up to a total score according to a specified method of scoring. This method entails that the highest score for the self and the other is indicated as the final score in each scenario in this study. The sum of the highest score for each scenario then amounts to the total score for the respondent. The combined individual scores of the respondents in a specific group (i.e. the experimental and the comparison group) provide the total score for the group as a whole. The measurements for the levels of emotional awareness of both the experimental and comparison group are provided in this section. Firstly, Figure 3.12 indicates the level of emotional awareness for the experimental group in the pre-test and the post-test.
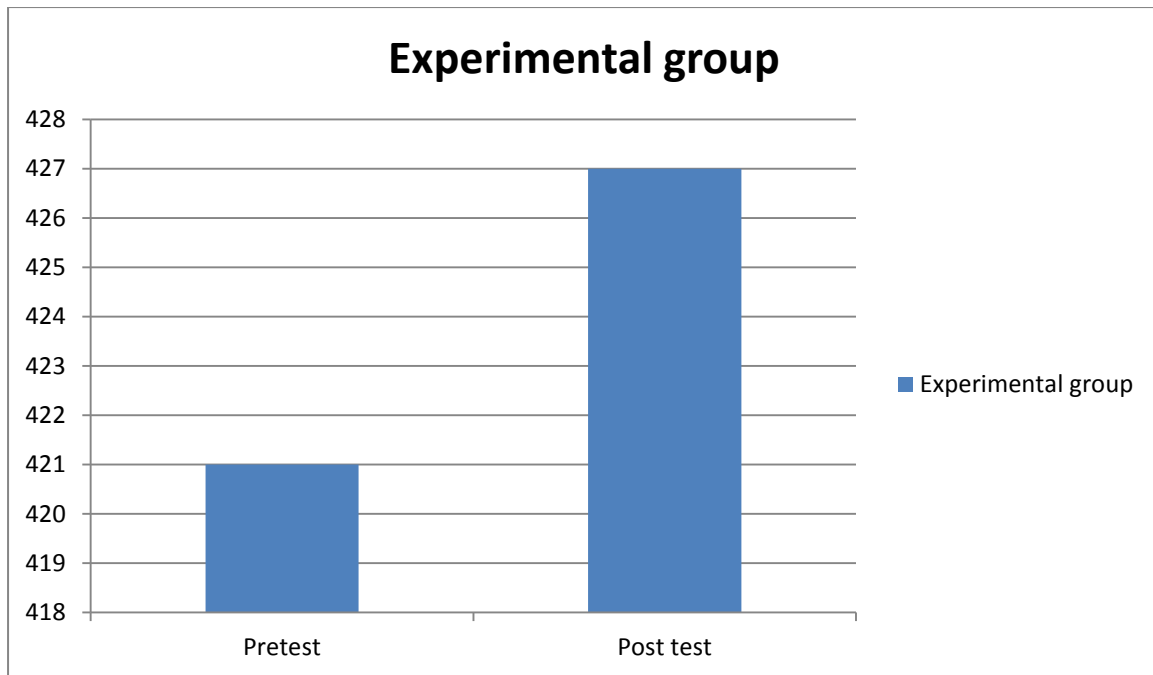
Figure 3.12: Level of emotional awareness: experimental group

The total score for emotional awareness of the experimental group in the pre-test was 421, while their total score in the post-test add up to 427. An increase of six (6) points (1.4%) from the pre-test to the post-test was noted. This change can be regarded as a marginal increase.

The level of emotional awareness for the comparison group in the pre- and post-tests are presented in Figure 3.13 below.
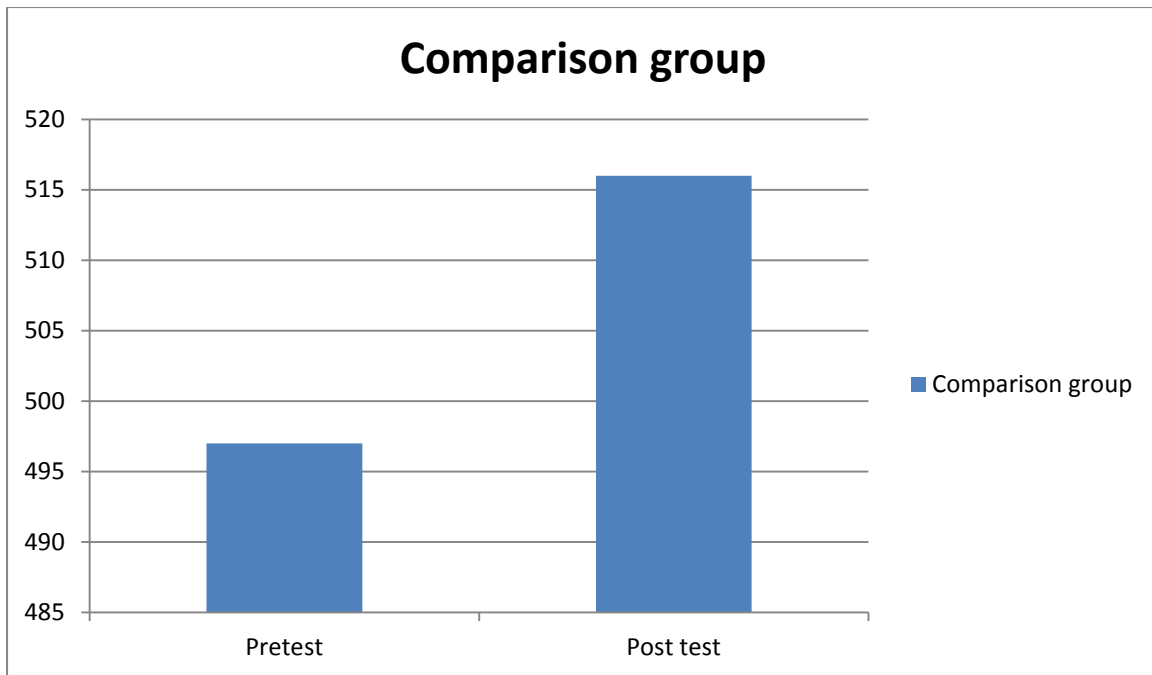
Figure 3.13: Level of emotional awareness: comparison group

As indicated in Figure 3.13 there was an increase in the pre-and post-test scores in the comparison group, from a score of 497 in the pre-test to 516 in the post-test. The difference of 19 (3.8%) between pre- and post-test scores shows a larger difference than that for the respondents in the experimental group.

The fact that the comparison group showed a higher percentage difference in the levels of emotional awareness than the experimental group, indicates that the EA Programme did not have a marked influence on the levels of emotional awareness of the experimental group.

3.5 DISCUSSION OF EMPIRICAL RESULTS

The goal of the study was to evaluate the effectiveness of the EA Programme developed by Knoetze (2012) in enhancing the emotional awareness of children in middle childhood in an educational setting. In this study, the programme was implemented in a private school that provides education for children with a learning disability. The study was guided by a hypothesis and sub-hypotheses. The hypothesis for the study was: If an emotional awareness programme is implemented for children in middle childhood within the educational system, then the level of emotional functioning of the learners will be enhanced.

The sub-hypotheses were as follows:

- If an emotional awareness programme is implemented for children in middle childhood in a private school setting, their ability to be in contact with their emotions will be enhanced.
- If an emotional awareness programme is implemented for children in middle childhood in a private school setting, their ability to discriminate between different emotions will increase.
- If an emotional awareness programme is implemented for children in middle childhood in a private school setting, they will gain the ability to verbalise and 'own' their emotions.

Knoetze (2012:212) indicated the following aspects according to which it could be determined whether the findings support the hypotheses, namely emotional expression and vocabulary, level of emotional awareness, and the general success of the EA Programme within the educational system.

3.5.1 Emotional expression and vocabulary

The ability to acquire words to label emotions and to talk about emotions are important skills that children need to acquire (De Klerk & Le Roux, 2003:16; Ioannidou & Konstantikaki, 2008:122). According to Blom (2006:124-125) children should acquire an emotional vocabulary and become aware of emotions in general to help to talk about their emotions, experience the emotion, own and express the emotion, and learn different handling strategies for emotions.

When comparing the emotion responses of the respondents in the experimental and the comparison groups, it appears that the EA Programme had a positive effect on the emotional vocabulary and expression of the respondents in the experimental group. In the findings related to the different **levels of emotion responses**, the respondents in the two groups both showed a limited use of level zero and level one responses. Differences in the pre-test and post-test results of the two groups were more noticeable in their use of level two and level three responses. The experimental group showed a decrease of 31 responses in level two responses and an increase of 35 level three responses from the pre-test to the post-test, compared to a smaller decrease of level two responses (12 points) and a smaller increase in level three

responses (24 points) between the pre-test and the post-test of the comparison group. A decrease in the level two responses and an increase in level three responses are indicative of enhanced emotional vocabulary. The greater difference in the pre-test post-test results of the experimental group than in the comparison group, could indicate that the EA Programme enhanced their emotional vocabulary and emotional expression.

None of the respondents made use of level four or level five responses. Where level three responses indicate the use of single emotion words, level four words indicate more complex emotion responses in which emotion words are combined to provide a rich description of emotions, while level five responses indicate the ability to describe emotions in the self and in others. Thus, although the EA Programme appears to have enhanced the emotional vocabulary and expression of the participants in the experimental group, more complex emotion responses were not enhanced. This outcome could possibly be related to the fact that the respondents in the study were children who experienced a learning disability, and might require longer exposure to the EA Programme in order to achieve level four and/or level five responses. Although children in middle childhood are generally able to understand and express complex emotions and understand the emotions of others (Berk, 2013:419), Louw and Louw (2007:232) mention that children with a learning disability experience challenges to take in, retain, or express information.

The level of emotional vocabulary and emotional expression in this study was also determined by measuring the respondents' use of **weak and strong emotion words**. The pre- and post-test results showed that the number of weak words used by the respondents in the experimental group remained constant from the pre- to the post-test, while they showed a limited increase in strong words. In contrast, the comparison group showed quite a noticeable decline in strong words and a limited increase in weak words used from the pre-test to the post-test measurement. The findings related to weak and strong words indicate that the EA Programme appeared to enhance the emotional vocabulary and emotional expression of the respondents in the experimental group.

The above findings support the hypotheses that the EA Programme enhanced the respondents' ability to discriminate between different emotions (sub-hypothesis 2) and to verbalise and 'own' their emotions (sub-hypothesis three).

3.5.2 Emotional awareness

Blom (2006:53) argues that emotional awareness is the process where a child knows what he is feeling, thinking and how he will react to the emotion. Emotional awareness is a cognitive ability and the skills of emotional awareness can thus be learnt (Bajgar et al., 2005:572). Knoetze (2012:109-110) indicates that emotional awareness develops from a very basic level where no emotion is experienced, to physical experiences of emotions, followed by identification and understanding of emotions, and finally full awareness of emotions and the use of emotions to direct one's decisions and behaviour. In this study, scoring of emotional awareness were conducted according to five levels, namely physical sensations, actions, single emotions, blends of emotions, and the capacity to understand emotion in the self and in others (Szczyiel et al., 2011:433).

The findings of the study indicate that the levels of emotional awareness of the respondents in the comparison group showed greater change (3.8%) than those of the respondents in the experimental group (1.4%). Based on the findings, the conclusion is made that the EA Programme was not effective in enhancing the emotional awareness of the participants in the experimental group. The findings thus refute the first sub-hypothesis of the study that the EA Programme would enhance the participants' ability to be in contact with their emotions. It is again noted that in both the experimental and the comparison groups, none of the participants reached the higher levels of emotional awareness words, namely level four and level five words.

Emotional awareness is a core skill for developing emotional intelligence (Bajgar et al., 2005:569). Emotional intelligence has numerous advantages, for example an improvement of communication, coping skills, interpersonal relationships, self-esteem and academic performance (Ioannidou & Konstantikaki, 2008:118; Louw & Louw, 2007:245). Children with a learning disability experience challenges mainly in four areas of their functioning, namely their social skills, self-concept, friendships, and classroom networks (Vaughn et al., 2011:49). It is evident that the advantages of

emotional intelligence can benefit children with a learning disability in relation to all of these areas. It could thus be of value to present an emotional awareness programme to these children within the educational setting. This aspect is discussed in the next section.

3.5.3 Success of the EA Programme within the educational setting

The findings of the study indicate that the EA Programme was effective in enhancing the emotional expression and vocabulary of the respondents in the experimental group, however only up to level three responses. The EA Programme did however not result in a marked increase in their total levels of emotional awareness. The respondents in this study were children in middle childhood with a learning disability, who are considered as children who face many challenges in their personal functioning (Kam et al., 2004:44; Vaughn et al., 2011:49) in addition to the challenges that are usually related to school entry such as adhering to specific rules, discipline and standards of behaviour (Foley et al., 2001:198; Seefeldt, 2005:134-135).

Due to the challenges that children with a learning disability tend to experience in terms of taking in, retaining and expressing information (Louw & Louw, 2007:232), it might be necessary to change the way in which the EA Programme is implemented. The researcher observed that the respondents at times struggled to understand the questions in the questionnaire, found it difficult to focus on the long stories, and experienced challenges in fully expressing themselves on paper. A lot of time went into explaining activities and the questionnaire. It seemed that the amount of information in the different modules of the programme posed a challenge to many of the respondents. The researcher observed that these factors made the presentation of the programme more difficult as the respondents required more assistance. In the case of educational settings for children with a learning disability, it needs to be taken into account that the schedule of medication can affect a child's ability to concentrate. Some of the respondents in the study had to take medication for ADHD at certain intervals during the day (Steenkamp, 2015).

Based on the experience of implementing the EA Programme during the study, the researcher is of the opinion that the EA Programme can be successfully integrated within the educational setting. Emotional awareness is a cognitive skill that can be

taught and programmes to enhance the emotional awareness of children therefore fits with the overall goal of the educational setting, namely that of teaching. The researcher also supports the implementation of the EA Programme during the school hours, as the formal classroom setting seemed to help the respondents to focus on the activities.

Apart from their responsibility for teaching, schools are increasingly required to provide services that enhance the social and emotional functioning of learners (Cowie et al., 2004:25; Foley et al., 2001:199; Leach, 2009:183). Berridge et al. (2012:6) describe such services as higher care. Implementation of programmes such as the EA Programme can thus assist schools in performing their duties related to higher care and contribute to what Foley et al. (2001:198) would refer to as a healthy school.

3.6 SUMMARY

This chapter focused on the research methodology, the ethical considerations for the study, as well as the research findings. The research findings indicated that the EA Programme had a positive effect on the emotional vocabulary and expression of the respondents in the experimental group, who were exposed to the programmes. However, it could not be concluded that the programme enhanced the levels of emotional awareness of these respondents. The conclusions and recommendations that are based on the findings of the study will be presented in Chapter 4.

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

4.1 INTRODUCTION

The main focus of the study was to evaluate the effectiveness of the EA Programme with children in middle childhood in a school setting. In the literature review it was made clear that emotional awareness is a prerequisite for emotional intelligence and that enhancing the emotional awareness of children could improve their overall functioning. The study was conducted in a private school for children in middle childhood who experience learning disabilities.

The purpose of this chapter is to present the conclusions based on the research findings, and to propose recommendations regarding the implementation of the EA Programme and possible further research. This researcher also indicates how the goal and objectives of the study have been met.

4.2 GOAL AND OBJECTIVES OF STUDY

The goal of the study was to evaluate the effectiveness of an emotional awareness programme for children in middle childhood in a private school setting in Pretoria.

The objectives for the study were:

- To conceptualise emotional awareness theoretically with specific emphasis on children in the middle childhood developmental phase within an educational setting;
- To evaluate whether an emotional awareness programme will enhance the ability of children in middle childhood to be in contact with their emotions;
- To evaluate whether an emotional awareness programme will increase the ability of children in middle childhood to discriminate between emotions;
- To evaluate whether an emotional awareness programme will enhance the ability of children in middle childhood to verbalise and 'own' their emotions;
- To draw conclusions about the applicability of the emotional awareness programme in a private school setting.

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The EA Programme developed by Knoetze (2012) was implemented with 14 respondents who formed the experimental group and 16 respondents who formed the comparison group for the study in order to test the following main and sub-hypotheses of the study:

- **Main hypothesis**

If an emotional awareness programme is implemented for children in middle childhood in a private school setting, then the level of emotional functioning of the learners will be enhanced.

 Sub-hypotheses

- If an emotional awareness programme is implemented for children in middle childhood in a private school setting, their ability to be in contact with their emotions will be enhanced.
- If an emotional awareness programme is implemented for children in middle childhood in a private school setting, their ability to discriminate between different emotions will increase.
- If an emotional awareness programme is implemented for children in middle childhood in a private school setting, they will gain the ability to verbalise and 'own' their emotions.

The literature review in Chapter 2 provided the background to the study, while the research findings of the study were presented in Chapter 3. Following, the researcher will present the conclusions for the study, based on the literature review and the research findings.

4.3 CONCLUSIONS

The improvement of **emotional awareness** was the core focus of the study. Emotional awareness is a pre-requisite for emotional intelligence (Bajgar et al., 2005:569; Ioannidou and Konstantikaki, 2008:121; Louw & Louw, 2007:245; Mayer & Salovey, 1997:20). When conducting the literature review for the study it became clear that there is more literature available regarding emotional intelligence than on emotional awareness. Emotional awareness refers to the ability to identify and describe one's emotions, and to identify and describe the emotions of others

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(Geldard et al., 2013:369; Knoetze, 2012:109-110; Mancini et al., 2013:375). Emotional awareness holds various advantages for the psychosocial functioning of children, for example to prepare them for situations and how to adapt to different scenarios (Veirman et al., 2011:265) and to enhance their social relationships and prevent emotional and behavioural problems (Mancini et al., 2013:375).

Middle childhood was the developmental phase that the research focussed on. This is a phase where friends become more important and children enter school, which present more challenges to a child's psychosocial functioning (Berk, 2013:6; Louw & Louw, 2014:225). Due to the advantages of emotional awareness for people's psychosocial functioning, children in middle childhood could therefore benefit from enhancing their emotional awareness.

The **EA Programme** developed by Knoetze (2012) was evaluated in the study. The EA Programme was based on Gestalt principles (Knoetze, 2012:24; Henderson and Thompson, 2011:221). The theoretical framework for the study was the Gestalt approach. This approach emphasises the concept of holism. Holism refers to the fact that children function as a holistic entity (Blom, 2006:22). Enhancing a child's emotional awareness can therefore benefit all aspects of the child's functioning. The EA Programme was developed for children in middle childhood (Knoetze, 2012) and was therefore applicable to the population for this study. The EA Programme was previously presented at a public school with good results, namely a 20.79 % increase in emotional awareness (Knoetze, 2012:228). The current study showed less improvement than in the study by Knoetze. Although there was an improvement in the respondents' emotional vocabulary and expression, this improvement was only up to level three words, implying that more complex vocabulary and expression of emotions was not enhanced. Furthermore, it could not be concluded that the programme enhanced the level of emotional awareness of the respondents in the experimental group. The limited effects of the programme could possibly be attributed to the fact that the respondents in this study were children with learning disabilities. A child with a learning disability as stated by Louw and Louw (2007:23) is a child who struggles to comprehend, store, and repeat information. The researcher proposes that the programme in its present format might have been beyond a level which the respondents could fully master. The EA Programme could for example be presented over a longer period of time, so that there is less information to be

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mastered in each lesson. Despite the more limited effects of the EA Programme in this study, the findings are promising, given the fact that the respondents were children with a learning disability. These children experience challenges in terms of their social functioning in addition to the challenges that are characteristic of the school setting and could benefit from the EA Programme; however, one that is adapted to their situation.

A standardised questionnaire, the LEAS-C developed by Bajgar and Lane (2003), was the **measuring instrument** used in the study. The LEAS-C included a questionnaire, scoring manual and glossary of words. The questionnaire consisted of twelve hypothetical scenarios to which the respondents had to provide a response for self and others. As indicated in the discussion of the EA Programme above, it has to be taken into account that the respondents in this study experienced learning disabilities which could affect their ability to understand and complete the questionnaire. Aspects such as difficulty in comprehension and writing, as well as poor concentration and the lowered effectiveness of medication at certain times of the day, could have played an additional role in the completion of the questions in the questionnaire. Children with learning disabilities could be expected to take more time and need more assistance in completing the questionnaire.

As schools have an increasing responsibility to provide social care for children (Berridge et al., 2012:6; Cowie et al., 2004:25; Eaude, 2006:63), the EA Programme can be regarded as a **suitable intervention** for this purpose. Enhanced emotional awareness could be specifically relevant for children who experience learning disabilities, as these children experience additional challenges to the general challenges related to the school environment. These challenges involve aspects such as their academic performance, social skills, behaviour, self-concept, friendships, isolation and emotional problems (Kam et al., 2004:66; Vaughn et al., 2011:49). Children with disabilities therefore need interventions to enhance their psychosocial competence (Henderson & Thompson, 2011:704-705; Kam et al., 2004:66). The researcher experienced that, with the cooperation of the school principal and staff members, it was possible to integrate the programme into the school day.

4.4 RECOMMENDATIONS

Based on the research findings, the following recommendations are made:

- The EA Programme was developed for children in middle childhood in an educational setting and has proved to be effective in a main stream school. As children with learning disabilities present with certain challenges that may affect aspects such as their reading, writing and concentration, it is recommended that the presentation of the programme be adapted to the characteristics and needs of the learners. It could be beneficial if the programme can be presented over a longer period of time and structured over more sessions, each with a shorter duration. A co-presenter can be involved to ensure that all the children that attend the programme obtain sufficient support to optimally gain from the programme. Social workers, psychologists and teachers who work in schools for children with learning disabilities, could explore how the programme can be adapted to best suit the needs of the children.

- As emotional awareness could be of great benefit to children with learning disabilities and help them to deal with the specific challenges they experience, it is recommended that adaptations of the EA Programme, as indicated above, be studied in populations of children with different learning disabilities. The researcher further recommends studies that include larger samples in order to draw more valid conclusions on the effectiveness of the EA Programme to enhance the emotional awareness of children with learning disabilities. The research could be conducted by social workers and psychologist in the school settings, or by university students who study in these fields.

- Future studies that include learners with learning disabilities such as ADHD might be more effective if it can be presented in the morning as learners mostly receive their medication in the mornings, which will enable them to focus better on the programme content. Social workers or other staff members who implement the programme should thus consult with the principal and staff of schools to determine a suitable time to present the programme, taking into account the medication schedules of the learners.

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- It is recommended that the Department of Education considers further studies on the inclusion of the EA Programme or similar programmes as part of the school curriculum, in order for schools to fulfil their task in terms of the social care of learners.

- The study was conducted in a private school. Future studies can include different settings such as public schools and alternative care institutions.

4.5 ACCOMPLISHMENT OF THE GOAL AND OBJECTIVES OF THE STUDY

The goal of the study was to evaluate the effectiveness of an emotional awareness programme for children in middle childhood in a private school setting. The accomplishment of the five objectives that were set in order to achieve the goal of the study is discussed in this section. Each objective will be listed and the researcher will indicate how it was achieved. As objectives two, three and four were achieved by means of the empirical study, the achievement of these objectives will be discussed together.

- Objective 1: To conceptualise emotional awareness theoretically with specific emphasis on children in the middle childhood developmental phase within an educational setting

This objective was achieved by means of a literature review. The main concepts underlying the topic of the study was discussed in Chapter 2, including a discussion of emotional awareness, emotional intelligence, middle childhood, and the child in the educational setting.

- Objective 2: To evaluate whether an emotional awareness programme will enhance the ability of children in middle childhood to be in contact with their emotions.
- Objective 3: To evaluate whether an emotional awareness programme will increase the ability of children in middle childhood to discriminate between emotions.
- Objective 4: To evaluate whether an emotional awareness programme will enhance the ability of children in middle childhood to verbalise and 'own' their emotions.

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The researcher achieved the above three objectives through the analysis of the data obtained in the pre-tests and post-tests that were conducted with the respondents in the experimental and the comparison groups, before and after the presentation of the EA Programme was presented at a school. It was concluded that the EA Programme enhanced the emotional vocabulary and expression of the respondents up to a certain level, however did not show conclusive results in terms of enhancing their levels of emotional awareness.

- Objective 5: To draw conclusions about the applicability of the emotional awareness programme in a private school setting.

The conclusions of the study, as stated above, contains conclusions about the applicability of the emotional awareness programme in a private school setting. Recommendations to adapt the programme to the school context of children who experience learning disabilities, are included in this section.

4.6 SUMMARY

Emotional awareness is a crucial aspect of a child's development and can benefit children in middle childhood who have to cope with the demands involved in adjusting to the school environment. An emotional awareness programme can be a suitable intervention to achieve this goal. As children with learning disabilities experience additional challenges related to their academic work and psychosocial functioning, the enhancement of emotional awareness could be of specific advantage to these children.

In this study, an emotional awareness programme was presented and evaluated. It is recommended that further research be conducted in terms of the presentation of emotional awareness programmes in schools responsible for the education of children with learning disabilities.

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APPENDIX A

EMOTIONAL AWARENESS PROGRAM

KNOETZE (2012:140-162)

7.3 EMOTIONAL AWARENESS PROGRAM

The Emotional Awareness Program is developed to address different emotional aspects that are essential for the expansion of emotional knowledge in order to grow to be emotionally aware. The researcher identified aspects most applicable for developing insight regarding emotion and its effect on the daily life of the learner in the middle childhood phase. These aspects aim to achieve six main goals, namely to:

Build and strengthen the relationship between the educator and the learners

An environment where the learners feel that they are in a safe and secure connection within their relationship with their educator is beneficial for the learners to develop emotional awareness.

Supply knowledge of different emotions

Emotional awareness is achieved when a learner is able to distinguish between different emotions and possesses the ability to associate different experiences with the specific emotion that would accompany it. Knowledge of different emotions and their consequences is thus the first step in acquiring emotional awareness.

Obtain emotional language

Emotional language enables learners to express the feelings that they feel inside but are not able to describe due to a lack of emotional vocabulary. Emotions of emotional trauma need to be expressed in some way and if not through the correct means, it would be expressed through deviant behaviour, aggressiveness, overreacting in emotional situations.

Develop and show empathy

When learners are acquainted with different emotions and their effect on their lives, they are also able to recognize and understand these emotions in others. It is therefore important to have them understand what empathy is and how it is a useful asset in one's relation with others.

Develop emotional regulation

The mere knowledge of emotion and the ability to become aware of certain emotions in one's daily life would not benefit much without the ability to regulate these emotions to one's best interest. This entails the ability to assess a situation and anticipate the emotion which it might bring about. The emotional knowledge that one already has will serve as a guide to the manner in which the emotion is to be handled, but emotional regulation will determine whether the learners would be able to use this knowledge to their advantage and to the best interest of the situation.

Acquire and expand problem solving and decision making skills

Emotions usually occur along with certain decisions or problems. Problem solving or decision-making techniques are hence hand in hand with emotional growth and the expansion of emotional knowledge. The program therefore focuses on this skill and attempts to teach the learners how to address problems, make decisions and acquire solutions to their problems.

These goals were integrated into seven different modules with different activities aiming to achieve the goal of the module, namely:

- Build and strengthen relationship with learners.
- Knowledge of different emotions.
- Emotional language.
- Empathy.
- Emotional regulation.
- Problem solving.
- Summarizing and termination.

The remaining part of this chapter focuses thus on the seven modules, their activities and content as a translated summary of the actual program.

7.3.1 Module 1: Build and Strengthen Relationship with Learners

Activity 1.1:	"Who am I?"
Goal of activity	Learners can internalise much more and much quicker if it is presented within a relationship and atmosphere where they feel secure and safe. In order to achieve this it is therefore necessary that learners come to the understanding that they are recognized as worthy and hold a significant and special place within their class. This module thus fertilizes the soil for the seeds that are to be sown during

	the course of the program. Learners are directed to discover their own uniqueness and they experience that others take note of them and are interested in them in their effort to get to know each other better.
Activity	Each learner has a turn to be "friend of the day". This entails a series of activities, which introduces the learner to the class, focussing on deeper aspects than the basic name, age, address or academic achievement. A form with questions on interests and other relevant matters is to be completed by each learner. A photo of "friend of the day" is then attached to the form and displayed on a bulletin board for that day. The rest of the class also has the task of gathering information from the "friend of the day" with the result that the learner is the main attraction for that day and experiences that he/she is important and special to the rest of the class.
Material needed	"Who am I?" checklist. Photo of each learner. Instructions to the educator to conduct the discussion on "friend of the day".

Activity 1.2:	Class Compliments
Goal of activity	Solidarity and a sense of belonging are of utmost importance to learners in this developmental phase. If learners experience themselves to be part of a successful group (class), the positive feeling of being successful and worthy will spill over to the individual's mindset regarding his/her behaviour, involvement and input. The goal of this activity is thus to promote group cohesion through highlighting the class' collective successes and achievements. This joint recognition thus aims at the underlying goal, namely individual self-confidence and contentment with oneself.
Activity	The educator and other personnel make an effort to compliment the class

	on different aspects conveying their good behaviour, exemplary work in class, academic achievement, manners, obedience. A chart for this purpose is affixed in the class and learners are encouraged to write the compliments they get on the chart. This activity is to be preceded with an explanation by the educator that he/she wanted them to share in the pride that he/she experiences when her class is complimented by the headmaster.
Material needed	"Class Compliment Chart". Instructions to the educator.
Activity 1.3:	My rights in class
Goal of activity	To strengthen relationships in class through highlighting the concept of personal rights and that everyone is allowed to expect respect, but also carries the responsibility to respect the rights of others.
Activity	A story about an animal classroom, where everything went wrong due to monkey's doing, is read to the class. The story hints to specific rights and responsibilities, which the educator will utilize afterwards to direct the class in compiling a set of "rights" for the learners in the class.
Material needed	"My rights in class" chart. "Chaos in animal land" story. Instructions to the educator.

7.3.2 Module 2: Knowledge of Different Emotions

Activity 2.1	Emotion Bingo
Goal of activity	In order to develop emotional awareness one needs to be able to distinguish between different emotions. It is further necessary to acquire the ability to associate different experiences with the emotion it would bring about. This activity focuses thus on acquiring the correct word for

	different emotions and utilizing it in the correct context.
Activity	Each learner receives an Emotion Bingo Card and ten individual Emotion Labels, which they pick out of a bag without peeping at the pictures. The educator calls one emotion at a time if a learner has that emotion, it is placed on the Bingo Card. The first learner who has four in a row (horizontally, vertically or across) calls "BINGO". That learner then gets to answer a question on the emotion that completed his "BINGO". The educator asks the questions from the "Bingo question card" supplied to her.
Material needed	Bingo play set. Instructions to the educator.
Activity 2.2	Memory match
Goal of activity	To recognize emotions and group them together. This activity causes the learners to recap on the new emotion words that were taught to them and the acquired knowledge is then reinforced through a fun game.
Activity	Learners play this game in pairs. Each pair receives a Memory Match play set and the rules. The educator explains the objective of the game to the learners.
Material needed	Memory match play set. Instructions to the educator.
Activity 2.3	Speech
Goal of activity	Emotions were identified, recognized, reinforced and inculcated. It is now expected that learners should be able to expand on emotions and appropriately discuss an emotion, as it would occur in daily life. Learners are thus guided to own the knowledge that they have obtained and to apply that knowledge according to their comprehension of the situation that is chosen for the speech. Parents usually assist in the preparation for speeches and discussions regarding emotions and obtained knowledge between learner and parent are also aroused through this activity.
Activity	Each learner draws a card from a bag with 30 cards, each with a different

	List of questions.
	Instructions to the educator.
Activity 3.2	**Emotional vocabulary**
Goal of activity	Bruce (2010:6) defines emotional literacy, as "a developed awareness and understanding of one's own and the emotions of others. This information guides our thinking and is expressed in our communication and thinking".
	Developing emotional language has benefits at school and at home. Acquiring emotional vocabulary enables learners to efficiently express themselves and therefore aids their overall perception of themselves, their friends, the world around them and their position within this environment in which they have a part to play.
Activity	Flashcards containing different emotions portrayed in different situations where the emotion might be experienced are used to guide the learners in identifying the emotion involved. The aim is to find emotion words to replace words like sad, glad, good, bad. E.g, glad to ecstatic, bad to dreadful, good to fabulous and sad to gloomy. Each learner chooses one positive and one negative emotion with the assignment to search for situations where these emotions occur, during the day. A paragraph is then written on the next day on the emotion and the situation where it occurred.
Material needed	Flashcards on emotional situations. Instructions to the educator.
Activity 3.3	**Charades**
Goal of activity	Expand emotional vocabulary.
Activity	Emotion picture cards are drawn from a bag and the learners are expected to determine the emotion depicted according to the knowledge attained with the flashcard activity. The emotion is then demonstrated with a game of charades. They are thus not allowed to demonstrate elementary emotions like sad, glad or bad – they need to utilize higher-level vocabulary. The person who correctly determines the emotion has the next turn.

	emotion on it. The learner prepares a speech on the topic, "The day when I was _____". E.g, the day when I was sad / the day when I was ashamed / the day when I was confused.
Material needed	Topic cards. Instruction to the educator.

7.3.3 Module 3: Emotional Language

Activity 3.1	**"Zaki's balloon full of mixed up feelings"**
Goal of activity	Developing the learner's emotional language with a broadened emotional vocabulary.
	This is achieved through the identification of emotions (that they had already learned) in a story. The aim is to develop the ability to identify these emotions in the context of a practical example and weigh the positive and negative traits of the emotion. This promotes the learners' comfort with the emotional language being taught to them.
Activity	Read the story of "Zaki's balloon full of mixed up feelings" and discuss the learner's feelings regarding the story (the educator helps organize their thoughts and puts them on the right track).
	Read the story again and this time the learners have to write all the emotions they can identify down. A competition can determine who gets the most with a small prize (toffee) for the winner.
	The educator conducts a listening test afterwards and incorporates more questions on the emotions involved and the context in which they were experienced. This serves as the normal listening test for the week but also reinforces the knowledge regarding emotions.
Material needed	Story.

Material needed	Emotion picture cards. Instructions to the educator.

7.3.4 Module 4: Empathy

This module is introduced with additional information to the educator on empathy and its value and essence in the lives of children. It further furnishes indicators on the empathic mindset of the educator in teaching this ability to learners.

Activity 4.1	Understanding emotions of others. Facial expression and body language
Goal of activity	Introduce the concept of empathy and lay the foundation for the notion of how empathic reactions have value for oneself and others.
Activity	Explanation of what empathy entails with specific reference to four aspects, namely: • the meaning of the word empathy; • the ability to put oneself in the shoes of another; • the capacity to attempt to understand what another person is feeling; and • the correct reaction to another person's feelings according to the ability to understand what he/she is feeling. This is followed by a discussion where the learners get to brainstorm their ideas on how to know what another person is feeling without that person telling what he/she is feeling. When the learners had enough time to deliberate on this aspect they each receive a picture in which a situation is depicted where a person is comforted by another in an empathic manner. Each learner has to write a story of what happens in the picture and concludes the story by stating the best empathic reaction for the situation.

Material needed	Discussion material for the educator. Empathy pictures.
Activity 4.2	Development of empathic feelings "Bessie must stay dry"
Goal of activity	To illustrate a practical example of empathy in a manner easily comprehendible to kids of this age. The goal of this activity is for the learners to develop an understanding of empathy and recognition thereof, should they experience it in their lives.
Activity	The story is read to the class. This story is about a family dog that became old and frail and the attempts of a boy to ensure that she stays dry when she has to go out. His planning regarding this originates from his own discomfort in when he finds himself in wet weather. This story thus illustrates the concept of attempting to feel what another is feeling and reacting accordingly to assist them. A list of questions is discussed afterwards and the educator ensures that the class comprehends and buys into the idea of being empathetic to others.
Material needed	Story. Instructions to the educator.
Activity 4.3	Reinforcement – Construct sentences
Goal of activity	Learners in this developmental phase require sufficient repetition of a concept before owning it and incorporating it into their daily lives. This activity's goal is to furnish the learners with the opportunity to put the information they received concerning empathy to practice from their own viewpoint and disposition regarding it. This activity also serves as a measuring instrument for the educator to determine whether the learners mastered the concept of empathy and to evaluate their ability to feel and show empathy.
Activity	Learners construct sentences on five themes provided to them on a

	sentence sheet. These themes are compiled to encourage reactions where learners place themselves in another person's shoes. It will therefore evidently elicit empathic sentences from learners who understood empathetic feelings and reactions from earlier activities.
Material needed	Sentence sheet with themes. Instructions to the educator.
Activity 4.4	**Empathy modeling and speech**
Goal of activity	Bodily awareness guides learners to self-knowledge and moves them to inner control and a better grasp on assertiveness and insight. This activity combines two aspects, namely namely further development of empathic abilities and bodily awareness techniques namely further development of empathic abilities through bodily awareness techniques. Different skills are thus utilized and a stronger sense of mastering is obtained.
Pre-activity	Learners choose an emotion card from a bag and demonstrate it to the class by only making use of facial expressions and body language (e.g. not only a depressed face but also hanging shoulders and an arched back). The educator instructs learners to demonstrate with their face and body how they feel. The rest of the class guess what is being demonstrated. When all the basic emotions were covered, the educator encourages learners to expand the emotions to higher-level feeling words, e.g. unhappy to miserable, gloomy, despondent or hopeless. When this is mastered the rest of the class stop guessing what the emotion is, but provide a reaction which will help, support or acknowledge the problem situation or troubled person. Learners divide into five groups and each group receives a situation to portray. The situation is to be played out and the group is to react

	empathetically towards the person experiencing the problem. It is explained to the learners that they showed empathy in this activity and they are encouraged to keep on practicing this ability in situations around them.
Activity	Learners prepare a speech on one of three provided topics. Example: You were best friends with Diana/David since you were both in pre-school. From the beginning of this year, you also became friends with Anne/Aaron. Yesterday Diana/David told you that she does not like Annie/Aaron and that you should not be friends with him/her either. Annie/Aaron sits alone on the playground during breaks and looks very sad due to this decision. What are you going to do?
Material needed	Emotions in bag. Emotion situations for group activity. Speech topics. Instructions to the educator.

7.3.5 Module 5: Emotional Regulation

Emotional regulation is the ability to express a variety of emotions in the correct context and to react in the correct manner on each emotion. Learners who have emotional regulation abilities easily adapt to new situations or to people unknown to them. They consist of high frustration tolerance, are able to control their negative emotions and take the needs and preferences of others into consideration. Learners without emotional regulation abilities display limited emotion, signs of depression, excessive tearfulness, an inability to cope, excessive worrying and behaviour resulting from intense emotions (Wittmer, Doll & Strain in Charlesworth, 2010:327).

Identifying verbal expressions of emotions is the first step in acquiring emotional regulation. Learners may fail to express their emotions verbally because of their incorrect notion that other

people obviously know what they are thinking. They further do not possess the emotional vocabulary in which to express themselves or are too unsure of themselves to make use of the emotional vocabulary they do have (Kostelnik, Whiren, Soderman, Stein & Gregory, 2002:234).

Educators can motivate learners to express emotions in an acceptable manner by reminding them to make use of words that explain their feelings and needs. Phrases which can be utilized in emotional situations can be suggested by the use of examples from their frame of reference.

Regulating negative emotions, especially the potentially destructive and aggressive ones, is important in different facets of functioning. It should also be noted that the mere suppression of a negative emotion is not the desirable way to handle emotions as it usually brings about additional, negative repercussions. Emotional regulation is hence important to equip the individual with the capacity for prolonged healthy emotional discharge. It also aids in determining when emotional discharge is heading in a direction that will have negative consequences for themselves or others. It has been found that a well-adapted person should be able to experience an emotion like anger and express it efficiently. The skill that needs to be mastered is thus to be able to determine when and under which circumstances anger can be expressed and which form of expression is acceptable. This important concept of emotional regulation is thus to develop the ability to regulate unacceptable, impulsive behaviour when a strong emotion is experienced in an effort to control that emotion and the consequences thereof.

Activity 5.1	Visualisation
Goal of activity	Emotional regulation is a complicated concept for learners of this age but it is necessary and possible for them to take note of it. This activity thus aims to introduce learners to the idea behind emotional regulation and to explain it in a practical manner.
Activity	This activity should be performed in a place where it will not be interrupted, for example by someone entering the classroom or the intercom going off. The rugby field, gym class or tennis court away from the normal school activities would be a sensible choice. There must be enough space for everyone to lie down without touching each other. They close their eyes and listen while the provided text is read to them in a very calm, collected and tone-measured voice. This text commences with instructions aiming to relax the body and focus the learners' attention on the voice they hear and the content of the text. They are then systematically led into visualising the text that is read. The aim is that they experience this narrative as if they are experiencing it in real life. After the visualisation exercise is through, the activity is concluded with a discussion with prescribed questions, which aims to reinforce the concept of being in charge of emotions if one chooses to be. An uncomplicated explanation is given. This is then linked to the visualisation where the learner experienced the uneasy effect of being out of control when hit by a wave in the ocean. This is then compared to the follow-up in the visualisation and the feeling of mastering when the knowledge of the wave's strength was utilized to stand firm and strong against it. Because the wave's capability was known, the learner was not caught off guard, thrown down and hurt. The above is then compared to the way an emotional situation is handled and how this visualisation experience can serve as an example of preparing oneself to have emotional regulation abilities. The learners receive an activity where they have to sort nine pictures in the correct order to indicate the process of gaining control over a situation which was previously unknown – in other words acquiring control over the wave and control over emotional situations: "emotional regulation".
Material needed	Visualisation text. Clarification to draw the link between visualisation and emotional regulation. Pictures to reinforce the activity's message.

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	Enact the incident on the flashcard by playing out a reaction to the event as if one knows and understands the emotion, and is prepared to handle it.
Material needed	Instructions to the educator and learner regarding the water bottle activity. Flashcards.
Activity 5.3	**Rehearsing emotional regulation in practice**
Goal of activity	Emotional regulation was illustrated on the learners' level and they were also involved in a situation that depicted the advantage of regulating emotions. They were further personally included when they role-played emotional regulation within certain prescribed situations. This activity thus aims to put the learners to the challenge of implementing the whole process of emotional awareness by recognising emotions, analysing them and reacting with emotional regulation (to it).
Activity	Distribute the "Win the Wave" worksheet. The learners are instructed to identify incidents where they or someone else was knocked over by the "wave" and they have to come up with a better reaction or solution to that problem. The other side of the worksheet is for incidents or situations where they or someone else was able to see the "wave" that was approaching and reacted with a plan (emotional regulation) and therefore "won the wave". This activity is to be done over two school days or during a weekend at home. The learners can be encouraged to educate the rest of the family on how to see the wave of emotions when it approaches and how to keep standing through it. This provides the opportunity for the educator to recap the steps with them when giving the assignment. Explaining this at home is a further method of repetition for the learners and will aid their perception and insight regarding it.
Material needed	Win the wave worksheet. Instructions to the educator.

Activity 5.2	**Reinforcement of concept**
Goal of activity	A practical experience of uncontrolled emotion. This activity aims to reinforce the content of the previous activity.
Activity	The educator negotiates with one learner to act out a prescribed event, where the learner overreacts to a bottle of water that is accidentally spilled. What to do and say and how to handle the situation is prescribed and planned in such a manner that the rest of the class would experience feelings of disbelief, dismay and maybe even panic as a result of this behaviour. The designated learner runs out of the class as if he/she cannot handle the situation any further. When the learner returns later on, a similar incident occurs and the learner then handles the situation with assertiveness, emotional control and awareness, in total contrast to the previous behaviour. The educator then informs the class that this was a performance and not the learners' true reaction. A link is drawn to the visualisation exercise and the content that was taught regarding the ability to control and regulate emotions. The whole incident is analysed through specific questions to the learners and the two different reactions of the "actor" are discussed. Their feelings and experiences during the enactment are examined to illustrate the value of emotional regulation for oneself and with regard to one's relationships. The learners are divided into groups of three to four pupils. Flashcards that illustrate emotional incidents are then given to each group with the instruction to construct a role-play. The role-play should have two parts: Enact the incident on the flashcard by playing out an unmitigated reaction to the event.

and apply it.
- Evaluate the outcome/solution and if unsuccessful go back to step two.

These steps are then also reformulated in child-friendly language (in the program) with descriptions of what it entails and with a graphic presentation in the form of "The decision making tree". It is further also linked to the figure building activity – for thorough comprehension by the learners.

Solution

Plans & Decisions

Problem

The educator draws 'n rough sketch of the decision-making tree on the black board and explains that this is an easy way to remember the steps to problem solving. The idea is that a problem, which occurs in the roots of the tree, will have an effect on the branches and leaves of the tree when the problem is transported to them via the trunk. A problem (roots) should thus be addressed through plans and decisions (trunk) to provide solutions (healthy branches and leaves).

The educator works on two or three examples of problem solving with the learners in the form of a class discussion.

- Example in child-friendly language
  What is the problem?: My dog is lost
- Plans that may solve this problem:

7.3.6   Module 6: Problem Solving and Decision Making

Activity 6.1	Generate a problem
Goal of activity	This simple activity aims to highlight that potential problems should be dismantled logically and systematically to understand it better before attempting to solve it. The idea is that a systematic approach to a problem promotes solving the problem. If there is no plan or method in the way a problem is approached, the probability of solving it successfully is limited. Emotions play an important role in problem solving. One finds that learners with weak emotional associations find it hard to make even undemanding decisions, for they are uncertain about how their choice would make them feel. This activity is a practical introduction to the systematic approach to a problem in order to highlight the process of problem solving.
Activity	Learners divide into groups of five or six learners. Each group receives a pre-built figurine with the instruction to observe it and then take it apart. They most probably will not pay much attention to the way it was constructed and where each part fits. When they are finished, they are instructed to rebuild it to the exact figurine that they received. The learners will attempt to rebuild it correctly but will most likely be unsuccessful. If they realize that they cannot succeed or that it has pieces left over, they are introduced to the correct process of approaching a problem or decision in contrast to just jumping in and taking unmitigated steps. The correct process is as follows: • Identify the problem • Generate solutions • Evaluate possible solutions and decide on the best plan of action

	idea is to put the steps in problem solving in figurative description and reiterate the "problem solving tree". Step 1: Identify the problem (roots) Step 2: Devise plans (trunk) Decide on the best plan and implement it (trunk transport plan to branches and leaves) Step 3: Solution (branches and leaves grow, and the tree is happy and healthy, but if not go back to step 2)
Material needed	The story of Maraai Maroela tree. Poster of "The decision making tree." Instructions to the educator.
Activity 6.3	**Assess problem solving skills**
Goal of activity	Assess the learners' problem-solving skills and their ability to apply it.
Activity	Each learner receives a worksheet with the problem solving steps. They will be solving three problems with this: 1st: A fictional problem – guided by the educator. 2nd: A problem that they have personally experienced previously maybe with friends, bad test results, friction at home. 3rd: An example problem they go search for at home, in break time or amongst their friends.
Material needed	Worksheets. Instructions to the educator.

	Go search all the dog's hiding places. Ask the neighbours if they saw the dog. Put notices of your lost dog in the neighbourhood • Decide on the best plan for your problem and implement your decision: You realize that the dog has only been gone for a very short time and may therefore not be too far away. You look under the bed, in the cupboard, in the dirty washing and behind the T.V., but still cannot find him. • Think about this solution, if it did not solve your problem – go back to step 2: You thought the dog was in the house but did not find him there, so you need to try another plan. The learner goes back to his/her plans and go on to his/her second plan, "go ask the neighbours". The neighbours did see him being hit by a car. He was not hurt badly, but it seemed like his leg was broken. The driver stopped and drove away with the dog, so they advise him/her to check with the vet. The learner contacts the animal clinic and they indicate that a dog with a broken leg was delivered to them. The learner's parents take him/her to the vet and he/she finds the dog. PROBLEM SOLVED!
Material needed	Figurine to take apart and rebuild. Poster of decision making tree. Instructions to the educator.
Activity 6.2	**Problem solving skills**
Goal of activity	Learners are guided to make decisions in the correct manner to emphasize the steps in problem solving.
Activity	The story of Maraai Maroela tree is read to the learners and the concept of problem solving is discussed according to the content of the story. The

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7.3.7   Module 7: Summarizing and termination

Activity 7.1	Revision of different emotions
Goal of activity	Revision of the emotions that were learned and reinforcing the different meanings and experiences that are linked to each of them.
Activity	Guide the learners in their attempt to name as many emotions as possible and thereafter provide short explanations of what each emotion entails. The learners are guided past the elementary emotions like angry, scared, sad, glad and happy. The aim is to broaden their focus to more complicated and complex emotional experiences, like: • disappointed - I got bad marks in a test • anxious – there is a noise outside my window • betrayed - my brother told my mom that I broke a glass • surprise - grandma came to visit unexpectedly • humiliated - I fell in front of the other kids and they laughed at me • concerned - my dog is ill • tolerant - I listen patiently to my friends' daily complaint about her sandwiches • inferior - a educator said to me that I am the naughtiest kid in her class • affectionate - I think how much I love my grandma • excited - we're going on holiday • envious - my friend invites another girl to play with us and I am scared that she would push me aside The activity further aims to enhance the comprehension of learners regarding the vast difference between the ways your body experience different emotions. The learners write the emotions that they can recall on the worksheet "Emotions for smart kids" and add a situation which would evoke the emotion in the column provided for it. In the next activity the learners receive the worksheet "Emotions in colour". The learners are guided to allow themselves to experience the bodily sensation each of these situations brings about. They are led to feel as if they are really giving a loving hug to mom and therefore experience the warm loving feeling it brings about. The "emotions in colour" worksheet has different emotions written in different fonts. After the learners experienced the emotion according to the instructions provided in the program they choose the emotion in the font that best fits the experience that the emotion brought about. The word is then coloured in the colour that the learner feels goes well with the emotion. In this manner the right brain is incorporated in settling this emotion and its bodily effect for the learner. This will further prepare them not to feel overwhelmed when specific emotions are experienced in future. Each emotion is dealt with separately as prescribed in the program.
Material needed	"Emotions for smart kids" worksheet. "Emotions in colour" worksheet. Instructions from program.
Activity 7.2	Revision of different emotions
Goal of activity	Emphasize higher level emotions.
Activity	Learners divide into pairs and play "Your face – my face" with the aids and instructions provided in the program. This game analyses the learners' knowledge of different emotions and their ability to demonstrate and describe it correctly. This is done through a fun game, which actively involves every learner and serves as a measuring instrument for the educator to determine if the emotions are correctly understood and incorporated by the learners.

Material needed	"Your face – my face" game. Instructions in program.
Activity 7.3	**Revision**
Goal of activity	Evaluate the learners' ability to match higher-level emotions correctly.
Activity	Each learner receives a form with different emotion words to cut out. The form also contains a list of different emotional events. The learners need to match the emotion that would be the result of the event in the list, correctly. Another activity in the same manner is also included in this session. A discussion of the correct answers follows; there will be instances where different emotions will be applicable to the same situation – depending on the learners own experience of it. The aim is that learners should display a thorough comprehension of the emotional effect of these practical situations and the specific emotions accompanying it.
Material needed	Emotional awareness checklist A and B. Instructions to the educator.

7.4 SUMMARY

The emotional awareness program is developed in language and with activities that can be utilized for learners from grade one to grade seven. Younger learners will only spend more time on every activity and handle it at a slower pace where older learners will be able to grasp the concepts much faster. The educator involved will also present the program to older learners in a different manner than it is presented to younger learners.

The Emotional Awareness Program covers six aspects which promote emotional growth and abilities and which aim to guide the learners to enhanced emotional awareness. The program was developed in its current form with features to enable the researcher to measure the learners' progress and to fit into a given time frame. It was therefore limited to a seven-week programme,

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APPENDIX B

EduExcellence

EduExcellence is 'n privaat remediërende skool wat fokus op die behoefdes van kinders wat sukkel om aan te pas in die hoofstroomskoolstelsel. Meeste van ons leerders het 'n neurologiese ontwikkelings agterstand wat ons dan aanspreek deurmiddel van die terapie wat ons aanbied.

Hiermee verleen ons dan ook toestemming dat Driana Zanberg by ons mag navorsing doen ten einde haar studies te ondersteun.

Die uwe

Deirdre Steenekamp

Hoof van kampus

APPENDIX C

LEAS
Levels of Emotional Awareness Scale

AGREEMENT

In exchange for use of the Levels of Emotional Awareness Scale (LEAS) and a copy of the scoring manual, I agree, if requested, to provide photocopies of all the raw data that I collect as well as my scoring for each item. I also agree, if requested, to provide basic demographic and clinical data, when available, on each subject who completes the scale. Furthermore, I agree not to make the LEAS or the scoring manual available to other investigators without first obtaining permission from the authors.

12 March 2014
_____
Date

Brdberg
_____
Signature

Diana Zandberg
_____
Name (printed)

Please complete the following information:

Name: Diana Zandberg
Address: 345 Nevada Crossent, Faerie Glen
Phone: 076 167 97 18
Fax: —
Email: diana.zandberg@gmail.com

Please return this form to:

RICHARD D. LANE, M.D., PH.D.
DEPARTMENT OF PSYCHIATRY
UNIVERSITY OF ARIZONA HEALTH SCIENCES CENTER
TUCSON, ARIZONA 85724-5002
U.S.A.

APPENDIX D

LEVELS OF EMOTIONAL
AWARENESS FOR CHILDREN
(LEAS-C)

Name: _____

Male: _____ Female: _____

Age: _____

Grade: _____ School: _____

Today's date: _____/_____/_____

Instructions

On the following page certain situations are described. There are two people involved in every situation - you and another person. Please describe how you would feel in the situation. Then describe how you think the other person would feel. You must use the word "feel" in your answer. It does not matter if your answer is short or long, and it does not matter if you make spelling mistakes. There is no right or wrong answer. All you must remember is to write about is how you and the other person would feel.

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1. You and your friend run an important race for which you have both practiced for a long time. When you are almost at the winning line you sprain your ankle, fall on the ground and cannot run any further.

   How will you feel?

   _____

   _____

   _____

   _____

   _____

   _____

   How will your friend feel?

   _____

   _____

   _____

   _____

   _____

   _____

2. You and your mother come home in the evening. When you turn in to your street you see fire engines parked close to your house.

   How would you feel?

   _____

   _____

   _____

   _____

   _____

   _____

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How would your mother feel?

_____

_____

_____

_____

_____

_____

3. You and your friend decide to save your pocket money to buy something special. A few days later your friend tells you that he changed his mind and has spent his money.
How would you feel?

_____

_____

_____

_____

_____

_____

How would your friend feel?

_____

_____

_____

_____

_____

_____

4. Someone who usually says bad/ugly things about you comes to you and says something nice/good about you.
How would you feel?

_____

_____

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_____

_____

_____

_____

How would the other person feel?

_____

_____

_____

_____

_____

5. Your dad tells you that your dog was run over by a car and had to be put down at the vet. How would you feel?

_____

_____

_____

_____

_____

How would your dad feel?

_____

_____

_____

_____

_____

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6. You and other children are running around at break time. You and another child run into each other and both fall hard onto the ground.
How would you feel?

_____

_____

_____

_____

_____

_____

How would the other child feel?

_____

_____

_____

_____

_____

_____

7. The dentist tells you there are problems with your teeth which requires immediate attention. The dentist makes an appointment for you for the next day.
How would you feel?

_____

_____

_____

_____

_____

_____

How would the dentist feel?

_____

_____

_____

_____

_____

_____

8. Your teacher tells you that your work is not good and it must improve.
    How would you feel?

_____

_____

_____

_____

_____

_____

How would your teacher feel?

_____

_____

_____

_____

_____

_____

9. You have become good friends with a new child in class. You often play together and you feel
    you know each other very well. One day he/she invites you to his/her house. You find out that
    they are very rich and your friend has everything you always wanted. Your friend tells you that

he/she kept it a secret because he/she was afraid that children would only want to be his/her friend because they were interested in his/her money.

How would you feel?

_____

_____

_____

_____

_____

_____

How would your friend feel?

_____

_____

_____

_____

_____

_____

10. A team is being formed and most of the players have been chosen. There are two children which have not been chosen yet and you are one of them but only one more player is needed. How would you feel?

_____

_____

_____

_____

_____

How would the other child feel?

_____

---

11. Your friend shares chips with you and other children. You discover he has given more chips to the others than you.

How would you feel?

_____

_____

_____

_____

_____

How would your friend feel?

_____

_____

_____

_____

_____

12. Your best friend comes to visit you after being away for a few weeks.

How would you feel?

_____

_____

_____

_____

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How would your friend feel?

_____

_____

_____

_____

_____

_____

VLAKKE VAN EMOSIONELE
BEWUSSYNSSKAAL VIR KINDERS
(LEAS-C)

Naam: _____

Manlik ☐ Vroulik ☐

Ouderdom: ____

Graad: _____   Skool: _____

Vandag se datum: _____/_____/_____

Aanwysings

Op die volgende bladsye word verskillende situasies beskryf. By elke situasie is twee mense betrokke – jy en 'n ander persoon. Beskryf asb. hoe jy in hierdie situasie sal voel. Beskryf ook hoe jy dink die ander persoon sal voel. Jy moet die woord "voel" in jou antwoorde gebruik. Dit maak nie saak of jou antwoord kort of lank is nie, dit maak ook nie saak as daar spelfoute is nie. Daar is nie 'n regte of verkeerde antwoord nie. Al wat jy moet onthou is om te skryf hoe jy en die ander persoon sal voel.

1. Jy hardloop in `n belangrike resies saam met jou maatjie saam wie jy al lank geoefen het. Toe jy amper by die wenstreep is swik jy jou enkel, val op die grond en kan nie verder hardloop nie.

   Hoe sal jy voel? _____

   _____

   _____

   _____

   _____

   _____

   Hoe sal jou maatjie voel? _____

   _____

   _____

   _____

   _____

   _____

2. Jy en jou ma kom in die aand huistoe. Toe julle by julle straat indraai sien jy brandweerwaens wat naby julle huis geparkeer is.

   Hoe sal jy voel? _____

   _____

   _____

   _____

   _____

   _____

   Hoe sal jou ma voel? _____

   _____

   _____

   _____

   _____

   _____

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3. Jy en jou maatjie besluit om julle sakgeld te spaar om saam iets spesiaal te koop. `n Paar dae later vertel jou maatjie jou dat hy van plan verander het en sy geld gebruik het.

Hoe sal jy voel? _____

_____

_____

_____

_____

_____

Hoe sal jou maatjie voel? _____

_____

_____

_____

_____

4. Iemand wat voorheen lelike dinge van jou gesê het kom na jou toe en sê iets mooi/goed.

Hoe sal jy voel? _____

_____

_____

_____

_____

Hoe sal die ander persoon voel? _____

_____

_____

_____

_____

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5. Jou pa sê vir jou dat julle hond deur `n motor raakgery is en dat die veearts hom moes uitsit.

Hoe sal jy voel? _____

_____

_____

_____

_____

_____

Hoe sal jou pa voel? _____

_____

_____

_____

_____

_____

6. Jy en `n klomp ander kinders hardloop pouse rond. Jy en `n ander kind hardloop in mekaar vas en julle val albei hard op die grond.

Hoe sal jy voel? _____

_____

_____

_____

_____

_____

Hoe sal die ander kind voel? _____

_____

_____

_____

_____

_____

7. Die tandarts sê vir jou dat daar probleme met jou tande is wat dadelik moet aandag kry. Die tandarts maak vir jou`n afspraak vir die volgende dag.

Hoe sal jy voel? _____

_____

_____

_____

_____

_____

Hoe sal die tandarts voel? _____

_____

_____

_____

_____

_____

8. Jou juffrou sê vir jou dat jou werk nie goed is nie en moet verbeter.

Hoe sal jy voel? _____

_____

_____

_____

_____

_____

Hoe sal juffrou voel? _____

_____

_____

_____

_____

_____

9. Jy het groot maats met `n nuwe kind in julle klas geword. Julle speel baie saam en julle voel dat julle mekaar al baie goed ken. Eendag nooi sy jou na haar huis toe. Jy vind uit dat hulle baie ryk is en dat jou maatjie alles het wat jy nog altyd wou gehad het. Sy sê vir jou dat sy dit `n geheim gehou het omdat sy bang was dat die kinders net in haar sou belangstel oor haar geld.

Hoe sal jy voel? _____

_____

_____

_____

_____

_____

Hoe sal jou maatjie voel? _____

_____

_____

_____

_____

_____

10. `n Span word gekies en die meeste van die spelers is reeds gekies. Daar is twee kinders oor wat nog nie gekies is nie en jy is een van hulle, maar daar is nog net een speler nodig.

Hoe sal jy voel? _____

_____

_____

_____

_____

_____

Hoe sal die ander kind voel? _____

_____

_____

_____

_____

_____

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11. Jou maatjie deel chips met jou en ander kinders. Jy kom agter dat hy meer chips vir die
ander kinders as vir jou gee.

Hoe sal jy voel? _____

_____

_____

_____

_____

_____

Hoe sal jou maatjie voel? _____

_____

_____

_____

_____

_____

12. Jou beste maatjie kom jou sien nadat hy/sy vir 'n paar weke weg was.

Hoe sal jy voel? _____

_____

_____

_____

_____

_____

Hoe sal jou maatjie voel? _____

_____

_____

_____

_____

_____

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APPENDIX E

Level 0

absorbed	opgeneem	misled	mislei
achievement, sense of-	sukses	mistaken	verkeerd/onjuis
adequate	voldoende	neutral	neutraal
alerted	lewendig	normal	normaal
alone	alleen	oblivious	vergeetagtig
aloneness	eensaamheid	open to suggestions	oop vir voorstelle
at fault	skuld dra	open-minded	oopkop
attentive	oplettend	pensive	peinsend
aware	bewus	perplexed	verward
beaten	verslaan	preoccupied	besig
bewildered	ontsteld	productive	produktief
certain	verseker	professional (2)	professioneel
complimented (2)	komplimenteer	puzzled	deurmekaar
confused	verward	raising expectations	skep verwagting
conscious, self-	selfbewus	ready	gereed
control, sense of-	beheersing (self)	reassurance	versekering
control, under	beheer	receptive	ontvanklik
coordinated	gekoordineerd	reconcile (3)	versoen
contemplative	oordenkend	removed	verwyder
deceitful	bedrieglik	respect	respek
deserves	verdien	responsible (2)	verantwoordelik
deserving	verdiendstelik	responsive	reaktief
detached	onbevange	restrained (2)	beteuel
detachment	onbevangenheid	righteous	regverdig
different	uiteenlopend	rolling my eyes	oe rol
disbelief	ongeloof	self-conscious	selfbewus
disbelieving	ongeloof	sense of control	selfbeheer
dishonest	oneerlik	sensitive (2)	sensitief
disillusioned	ontnugter	sincere (2)	opreg
distant	koel	skeptical	skepties
diverted	ontspan	smart (2)	slim
doubtful	onseker	stupid (2)	stupid
dumbfounded	oorbluf	sure	seker
expect	verwag	transparent	deursigtig
expectations, raising-	verwagting	truthful	praat die waarheid
faith, have-	geloof	uncertain	onseker
firm (2)	ferm	uncoordinated	nie gekoordineerd
genuine (2)	eg	under control	onder beheer
have faith	geloof	understanding	verstaan
have faith in	vertroue	undeserving	onverdiend
hindrance	hinder	unprofessional (2)	onprofessioneel
honest	eerlik	unsure	onseker
ignorant (2)	onwetend/onkundig	value	waarde
indecisive	besluiteloos	wonder	wonder
insincere (2)	onopreg/huigel		
intelligent (2)	intelligent		
irresponsible (2)	onverantwoordelik		
justified	geregverdig		
matter of fact			
misinformed	oningelig		

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Level 1

alive	lewendig
apathetic	apaties
at-a-loss-for-words	sonder woorde
blood-pressure-goes-up	bloedruk styg
closed	geslote
denial	ontkenning
discomfort (2)	ongemak
disoriented	gedisorienteerd
distracted	afgetrokke/gesteurd
dizzy	duiselig
don't-know-what-the-person-feels	weet nie hoe iem voel
drained (3)	gedreineer
dumb	dom
exhausted	uitgeput
frail (2)	swak
groggy	duiselig
healthy	gesond
heart attack, like having a-	hartaanval (voel so)
heart beating	hartklop
heart in throat	hart in keel
heart racing	harklop jaag
hot	warm
hungry	honger
hurt (3)	seer
I-wouldn't-care-how-he-felt	sou omgee hoe hy voel
impartial	onpartydig
impassive	ongevoelig
indifferent	onverskillig
injured (2)	beseer
invigorated	verfrissend
it wouldn't matter	maak nie saak
lethargic	lusteloos
like-having-a-heart-attack	soos hartaanval he
nauseous	naar
no idea	geen idee
not feel anything	gevoeloos
nothing	niks
numb (2)	lam
one's-heart-goes-to-one's-throat	hart in die keel
pain (3)	pyn
relaxed (3)	ontspanne
revived	herleef/opfris
sensual	sensueel
sexually ready	seksueel gereed
sick (2)	siek
sleepy	vaak/lomerig
small (2)	klein
stresses	stres
strong (2)	sterk
suffer (3)	ly
suffering (3)	lyding
thirsty	dors
tired	moeg
unaffected	ongeaffekteer/onaangeraak
unfazed	
unhealthy	ongesond
weak (2)	swak
worn out	uitgewas
wouldn't matter	maak nie saak

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LEVEL 2

a duty to	verantwoordelikheid teenoor
aback, taken-	verras
abandoned	verlate
accepted	aanvaar
accepting	aanvaarbaar
accommodating	akkomodeer
accomplishment, sense of-	vervulling
acquisitive	hebsugtig
admiration	admireer/bewonder
advantage of, taken-	voordeel trek
aggressive	aggressief
agitated	opwinding
aimless	doelloos
alienated	vervreemd
aloof	afsydig
alright	als reg
altruistic	onselfsugtig
antagonistic	antagonisties/maak vyand
antsy	
apologetic	verskonend
appreciated	gewaardeerd
aroused	opwek
arrogant	arrogant
ass, like an-	
at-a-loss (unable to help)	
at ease	gemaklik
at-the-end-of-my/their-rope	moedeloos
attacked	aangeval
authoritarian	outoriter
awesome	verskriklik/awesome
awful	aaklig
awkward	ongemaklik/onbehendig
backed-into-a-corner	in 'n hoek wees
bad	sleg
bad mood, in a-	slegte bui
badly	erg
begrudge	misgun
belittled	verkleineer
belligerent	oorlogsugtig
benevolent	liefdadig
best	beste
betrayed	veraai
better	beter
blame	blameer
blameworthy	afkeuringswaardig
boastful	opsnyerig (se woordeboek)
bold	dapper/kordaat/waagmoed
bothered	gepla
brave	braaf
brightening-up-my-day	my dag ophelder

bugged	
bummed	
bummed out	
burden, like a-	oorlas
burdened	belas
burned out	uitbrand
businesslike	
carefree	sorgvry
careless	agterlosig
catatonic	katatonies
caught	uitgevang
cautious	versigtig
challenged	uitdaging
chastised	kasty
cheap	goedkoop
cheated	gekul/verneuk
cheerful	opgeruimd
childish	kinderagtig
close	naby
closer	nader
clumsy	lomp
clutz, like a-	lomp persoon
cocky	eiewys
cold-hearted	hartvogtig
comfort	gemak
comfortable	gemaklike
comforted	troos
committed	pleeg
compelled	genoodsaak
competitive	kompeterend
complacent	selfvoldaan
complimentary	komplimenter
complimented (0)	gekomplimenteer
compromised	in gevaar gestel
conciliatory	versoenend
condescending	neerbuigend
confidence, loss of-	verloor selfvertroue
confident	hoopvol/vol vertroue
conflict	konflik
conflicted	konflikterende
congratulatory	gelukwensend
connection	konneksie
conniving	slinks
conscientious	pligsgetrou
considerate	konsidererend
console	troos
consoling	troos
constricted	ingeperk
contrite	berou
contrition	wroeging
cool	
cool, lose one's-	

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cope, unable to-	
courageous	dapper
coy	skaam
cranky	knorrig
crappy	waardeloos
crazy	mal
crushed	verpletter
cry, I would-	huil, ek sal-
curse	vloek
cynical	sinies
dead inside	dood van binne
deceived	verraai
decent	behoorlik/ordentlik
decimated	uitgewis
defeated	verslaan
defensive	verdedig
degraded	degradeer
demolished	verwoes/vernietig
dependable	staatmaak
dependent	afhanklike
deserted	verlate
desirous	gretig
desolate	eensaam/doods
destroyed	vernietig
determination	determinasie
determined	gedetermineerd
devastated	geteisterd
devilish	duiwelagtig
devious	agterbaks
disapproval	afkeurend
discomfort (1)	ongemaklik
disengaged	onbetrokke
disgrace	onteer
disheartened	mismoedig
disturbed	gesteur
dominant	dominand
double-crossed-	(if-betrayed) as verraai
down	af
downhearted	teneergedruk
dreadful	vreeslis
driven	gedrewe
dumb (1)	dom
dutiful	pligsgetrou
dying inside	dood van binne
ease, at-	gemaklik
ease, ill at-	ongemaklik
easy	maklik
edgy	nerwe (dun)
empowered	bemagtig
emptiness	leegheid
empty	leeg
encouraged	aangemoedig

endangered	gedreigde
energetic	energiek
energized	energiek
enticed	gelok
excellent	puik
exposed	blootgestel
fabulous	ongelooflik
fantastic	fantastied
fed up	keelvol
fine	fyn
firm (0)	ferm
flattered	gevlei
flexible	buigbaar
flustered	verbouereerd
fool, like a-	dom voel
foolish	dom
fortunate	bevoorreg
frail (1)	broos
freak out	freak uit
free	vry
friendly	vriendelik
fucked	
full of passion	passievol
funny	snaaks
gauche	vrypostig
generous	vrygewig
genuine (0)	opreg
giving	om te gee
gloat	spog
glorified	geprys
good	goed
good will	welwillendheid
gracious	grasieus
great	goed
greedy	gierig
grim	aaklik
grouchy	knorrig
grudge	wrok
grumpy	brom/nors
guarded	bewaakte
hardened	gehard
hassled	gejaagd
haughty	hoogmoedig
heel, like a-	
helpful	hulpvaardig
helpless	hulpeloos
helplessness, sense of-	hulpeloos
hesitance	huiwering
hesitancy	huiwerigheid
honorable	eerbare
honored	vereer
horny	

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horrible	verskriklik	king, like a-	koning, soos `n
humble	beskeie	klutz, like a-	lomp
hurried	gejaagd	laugh, I would	lag, ek sal
hurry, in a-	haastig	led on	aanleiding gee
hyped up	ophef	leery	handig
hysterical	histeries	left out	uitgesluit
I would cry	Ek sal huil	lied to	gejok vir
I would laugh	Ek sal lag	lifting spirits	gemoed lig
I would smile	Ek sal glimlag	like a clutz/klutz	
idiot, like an-	idiot, soos `n	like a failure	soos `n mislukking
idiotic	idioties	like a fool	soos `n fool/dwaas
ignorant	onkundig	like a heel	
ill at ease	ongemaklik	like a king	soos `n koning
ill-will	onwillig	like a knife was in my heart	soos `n mes deur my hart
impatient	ongeduldig	like a loser	soos `n mislukking
important	belangrik	like a queen	soos `n koningin
important, self-	belangrik, self-	like an ass	soos `n ....
imposed upon	opgele	like an idiot	soos `n idioot
impressed	beindruk	like-doing-something (voluntary)	iets doen (onwillekeurig)
in a bad mood	in `n slegte bui	like shit	elendig
in a hurry	haastig	lonely	eensaam
in control (of my daily activities) onder beheer		lose one's cool	verloor jou cool/beheer
in jeopardy	bereig	lose temper	verloor humeur
in shock	in skok	loss of confidence	verlies aan selfvertroue
inadequate	onvoldoende	lost	verlore
inclined	geneig	low	laag
incompetent	onbekwaam/onbevoeg	lousy	aaklig
inconsiderate	onbedagsaam/onnadenkend	loyal	lojaal
inconvenienced	ongemaklik	lucky	gelukkig
incredible	ongelooflik	manipulated	manipuleer
indebted (3)	verskuldig	mean	gemeen
indulgent	toegewend	miserable	misrabel/goor
ingratiating	innemend	missed	gemis
injured (1)	geskend	mixed up	deurmekaar
insecure	onveilig	mood, in a bad-	bui, in slegte
insensitive	onsensitief	mope	verknies
insignificant	onbenullig	motivated	gemotiveerd
insincere (0)	huigelagtig/onopreg	motivational	motiverend
insulted	beledig	moved	geraak
intelligent (0)	intelligent	naïve	naief
intimate	intiem	nasty	mislik
irked		nationalism	nasionalisme
irresponsible (0)	onverantwoordelik	need to ...	behoefte aan
irritable	geirriteerd	need to defend	nodig om te verdedig
irritated	geirriteerd	need to help	behoefte om te help
isolated	geisoleerd	needed	nodig
jeopardy, in-	in gedrang	needy	afhanklik
jilted		negative	negatief
jingoistic		negatively	negatief
jolly	jolig	neglected	verwaarloos
keep your spirits up	gemoed lig	neglectful	verwaarlosend
kind	vriendelik	nerves	senuwees

nice	lekker	rejected	verwerp/afkeur
numb (1)	lam	rejuvenated	vernuwe
obligated	verplig	reliable	betroubaar
obliged	verplig	reluctant	huiwerig
obnoxious	onaangenaam	repent	berou
odd	vreemd	repentant	berouvol
offended	tenagekom	reserved	gereserveerd
okay	OK	resolute	vasberade
on edge	op rand	resolve to	oplos
on guard	paraat	resolved to	opgelos
on-the-spot	blootgestel	resourceful	vindingryk
on-top-of-the-world		respectful	respek
opinionated	uitgesproke	responsible (0)	verantwoordelik
oppressed	onderdruk	restless	rusteloos
optimistic	optimisties	restrained (0)	terug gehou
ornery	oorgevoelig	restricted	verbode
ought to …	behoort te	reticence	aarseling
out of place	uit jou plek	rewarded	beloon
outstanding	uitstaande	righteous, self-	regverdig, self
overindulgent		robbed	besteel
overwhelmed	oorweldig	romantic	romanties
pampered	pamperlang	rotten	vrot
paralyzed	verlam	rude	onbeskof
passion, full of-	passievol	rushed	gejaagd
patient	geduldig	safe	veilig
patriotic	patrioties	sarcastic	sarkasties
patronized		secure	veillig
patronizing	neerhalend	self important	belangrik self
pessimistic	pessimisties	self-righteous	regverdig self
petrified	versteen	selfish	selfsugtig
pompous	deftig/statig	selfless	onselfsugtig
poorly	swak	sense-of-accomplishment gevoel van prestasie (gevoel)	
positive	positief	sense of helplessness gevoel van hulpeloosheid	
powerful	kragtig	sense of urgency	gevoel van dringendheid
pressed for time gejaagd		sensitive (0)	sensitief
pressured	druk	serious	ernstig
professional (0)	professioneel	settled	gevestig
protected	beskermd	sexually turned on	
psyched		shafted	
pulled (in 2 directions) trek		shaken	geruk
purposeful	doelgerig	sheepish	bedeesd
put down	afbreek	shit, like-	
put off	afsit	shitty	
put out	uitsit	shock, in-	skok. in
put upon	opsit	shocked	geskok
qualified	gekwalifiseerd	short tempered	kort humeur
queen, like a-	koningin, soos	shy	skaam
rattled	van stryk gebring	sick (1)	siek
ready to fuck		silly	laf
reassurance (0)	gerusstellend	sincere (0)	opreg
reassured	gerusstel	slighted	geminag
reckless	onverantwoordelik	small (1)	klein

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smart (0)	slim/intelligent
smile, I would-	glimlag, ek sal
smug	selfvoldaan
sneaky	
snobbish	snobberig
snubbed	
solicitous	kwel
soothed	kalm
special	spesiaal
spirits up, keep your-	moed hou
stabbed in the back	in rug gesteek
steadfast	standvastig
stood up	opstaan vir
strange	vreemd
stressed	gestres
strong (1)	sterk
stunned	stomgeslaan
stupid (0)	stupid
sublime	verhewe
successful	suksesvol
suicidal	selfmoordneigings
superior	superieur/beter/hoer
superiority	meerderwaardigheid
supported	ondersteun
supportive	ondersteunend
suspect	vermoed
taken aback	verras
taken advantage of	gebruik maak
taken care of	versorg
tearful	tranerig
tempered, short-	humeur, kort
temptation	verleiding
tempted	verlei
tenderness	teerheid/deernis
tentative	tentatief/ tydelik
terrible	verskriklik
threatened	bedreig
thrilled	opgewonde
tickled pink	
timid	versigtig/ beskeie
tolerant	verdraagsaam
torn	verskeur
touched	geraak
trapped	vasgekeer
triumphant	triomfantlik
troubled	onrustig
trustable/trusted/trustworthy	betroubaar
turmoil	warboel/ontstuimig
unable to cope	
unappreciated	nie gewaardeerd
uncomfortable	ongemaklik
understood	verstaan/begryp

uneasy	ongemaklik
unfortunate	betreurenswaardig
unimportant	onbelangrik
unlucky	ongelukkig
unnerved	ontsenu
unprofessional (0)	onprofessioneel
unprotected	onbeskermd
unreliable	onbetroubaar
unsettled	onrustig/ ontwrig
untrustable	onbetroubaar
unworthy	onwaardig
upbeat	opgewek
upset	ontsteld
urgency	dringendheid
urgency, sense of-	dringendheid, gevoel van
used	gebruikte
useful	bruikbaar
useless	nutteloos/ onbruikbaar
valued	gewaardeerd
vengeance	wraak
victorious	oorwin
vindictive	wraaksugtig
violated	onteer/geskend
virtuous	deugsaam
vulnerable	kwesbaar
weak (1)	swak
weighted	gewigtig
weird	weird/ vreemd/eienaardig
welcome	welkom
welcomes	verwelkom
well	goed
well-being	welstand
willpower	wilskrag
wonderful	wonderlik
worthless	waardeloos
worthwhile	moeite werd
worthy	waardig
wronged	verontreg/benadeel
zonked out	

LEVEL 3

abashed	aangegryp
affection	toegeneentheid/liefde
affectionate	liefdevol
afraid	bang
aggravated	verswarend/ vererger
agonize	angstig hieroor
agony	angs
alarmed	verontrus/bekommerd
amazed	verstom/verbaas
ambitious	ambisieus
ambivalent	ambivalent/teenstrydig
amused	geamuseerd/vermaak
anger	woede
angered	kwaad gemaak/woedend
angry	kwaad
anguish	benoudheid
animosity	vyandigheid/wrok
annoy	irriteer
annoyance	irritasie
annoyed	geirriterend
annoying	irriterende
anticipate	verwag/voorspel
anticipated	verwag
anticipation	verwagting
anxious	angstig/bekommerd
appalled	ontsteld
appalling	ontstellend
appreciate	waardeer
appreciative	waarderend
apprehensive	bekommerd
ashamed	skaam
astonished	verstom
at peace	tevrede
awe	verwondering
bereft	stom geslaan
bitter	bitter
bitterness	bitterheid
bittersweet	bittersoet
bliss	geluk
bored	verveeld
broken hearted	gebreekte hart
calm	kalm
calm down	kalmeer
care	omgee
cared for	omgee vir
caring	versorgend/sorgsaam
chagrin	hartseer
cherish	koester/waardeer
cherished	gekoester
commiserate	kla

commiseration	
compassionate	deernis/meegevoel/barmhartig
concern	besorg
concerned	besorgdeid
concern, self-	
contempt	verag/minag
content	vergeneog
crave	begeer/smag
curious	nuuskierig
deflated	deflekteer/ uitgewas
dejected	moedeloos
delighted	bly/verheug
delirious	ylend
demoralized	ontmoedig
depressed	depressief
depression	depressie
desire	begeerte
desirous of	begerig van
despairing	wanhopig
desperate	desperaat
despise	verag
despondent	neerslagtig
devoted	toegewy
devotion	toewyding
disappointed	teleurgesteld
discontent	onvergenoegd
discouraged	mismoedig
disdain	minagting/veragting
disgust	afgryse
disgusted	afgryse, gevul met
dislike/d	hou nie van/ afkeer
dismayed	verskrik
dissatisfied	ontevrede
distaste	onsmaaklik
distraught	verbysterd
distressed	benoud
distrust	wantrouig
doomed	gedoem/verlore
drained (1)	gedreineer
dread	vrees
dreaded	gevreesde
dreading	sien op na..,
dying for	sterf vir
eager	gretig
eagerness	gretigheid
ecstatic	ekstaties
elated	verheug/opgetrek
embarrass	verlee
embarrassed	verlee
embarrassment	verleentheid
empathy	empatie
enjoy	geniet

enjoyed	geniet	horror	verskrikking/gruwel
enjoying	te geniet	horror stricken	met afgryse gevul
enraged	woedend	hostility	vyandigheid
enthusiastic	entoesiasties	humorous feeling	grappig voel
envied	beny	humiliate	verneder/verkleineer
envious	afgunstig	humiliated	vernederd
envy	beny	humility	nederig
envying	nydigheid/afguns	hurt (1)	seer
euphoric	eufories	in love	verlief
exasperated	verbitterd	incensed	ontstoke / verstom
excited	opgewonde	indebted (2)	verskuldig
excitement	opwinding	indignant	verontwaardig
exhilarated	lewenslustig	inquisitive	nuuskierig
exhilarating		inspired	geinspireer
exhilaration		interest	belangstelling/belang
expectant	afwagting	interested	stel belang
exuberant	uitbundig	intimidated	intimiderend
fascinated	gefasineerd	intrigued (cf. fascinated)	gefassineer/geboei
fear	vrees	irate	kwaad
forgiveness	vergifnis	jealous	jaloers
frantic	woes	jealousy	jaloesie
frightened	bang	jovial	joviaal
frustrate	frustreer	joy	vreugde/blydskap
frustrating	frustrerend	jubilant	in die wolke / jubelend
fulfilled	vervul	jumping for joy	…van plesier
fuming		let down	steek gelaat
furious	woedend/kwaad	like	hou
futility, sense of-	nutteloosheid	liked	gehou
getting hopes up	moed skep	long for	verlang na
glad	bly	longing	begeer
gladness	blydskap	look forward	sien uit
gleeful	verheug	looks forward	
gloomy	somber	loss, sense of-	verlies
grateful	dankbaar	love	liefde
gratification	bevredigend	love, in-	verlief
gratified	tevrede	loved	geliefd
gratitude	waardering	loving	liefdevol
grief	rou/droefheid	mad	kranksinnig
guilty	skuldig	malicious	opsetlik
happiness	vreugde/blydskap	melancholic	melankolies
happy	gelukkig	mellow	sag/ gemaklik
hate	haat	miffed	
hated	gehaat	miss	mis
hatred	vyandskap	mixed up emotionally	verwarring /deurmekaar
hatred, self-	selfhaat	morose	ongeduldig
heartbroken	stukkend/hartseer	mournful	bedroef
hope	hoop	nervous	senuweeagtig
hopeful	hoopvol	nurturing	vertroeteling
hopefully	hopelik	outraged	woedend/verontwaardiging
hopeless	hopeloos	overjoy	
hopes up, getting-	hoop kry	pain (1)	pyn
horrified	afgryse	panic	paniek

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paranoid	paranois	sentimental	sentimenteel
peace, at-	in vrede	serene	rustig
peaceful	vreedsaam	shame	skaam
peeved	hy was kwaad	smiling ear to ear	glimlag van oor tot oor
perturbed	ontsteld	sorrow	verdriet/hartseer
piqued	gewek	sorry	jammer
pissed off		startled	geskrik
pity	jammer	stricken, horror-	met afgryse
pity, self-	selfbejammering	suffer (1)	ly
pleasant	aangename	suffering (1)	lyding
pleasantly	aangename	sullen	nors
pleased	verheugd	supercilious	verwaand
pleasure	plesier	surprise	verras
prefer	verkies	surprised	verras
preferred	verkies	suspicious	agterdogtig
pride	trots	sympathetic	simpatiek
proud	trots	sympathy	simpatie
rebellious	rebels	take care	sorg vir / dra sorg
reconcile	versoen	tense	gespanne
regret	berou	tension	spanning
regretful	berouvol	terrified	vreesbevange
relaxed (1)	ontspanne	terror	vrees
relief	verlig	thankful	dankbaar
relieved	verligting	ticked off	vies raak
relish	genot put	tranquility	rustigheid
remiss	nalatig	trepidation	angs/bewing
remorse	spyt	trust	vertrou
reproach, self-	verwyt	unconcern	onbetrokkendheid
resentful	gebelgd	uneasy	ongemakllik
resigned	bedank	ungrateful	ondankbaar
revel	verlustig	unhappy	ongelukkig
reveled	verlustig	uptight	
reveling		vindicated (cf. relieved)	geregverdig/reg bewys
revengeful	wraaksugtig	want	wil hê
rueful	bedroef	wanted	wil hê
sad	hartseer	wants	wil hê
saddened	hartseer	warm (affectionate)	liefdevol
sadness	hartseer	wary	versigtig
satisfaction	tevredenheid	weary	uitgeput/moeg
satisfied	tevrede	willing	gewillig
satisfy	tevrede	wish	wens
satisfying	tevredenheid	wishes	wense
savor	geniet	woeful	ongelukkig
scare	skrik/bang maak	worried	bekommerd
scared	bang	worries	bekommernis
scorn	spot	worry	bekommer
self concern	selfkommer	yearning	begeerte/verlange
self hatred	selfhaat		
self pity	selfbejammering		
self reproach	selfverwyt		
sense of futility	nutteloosheid		
sense of loss	verlies		

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APPENDIX F

LEAS Scoring Manual & Glossary

Contents:

I. Guidelines for LEAS Scoring

I. GUIDELINES FOR LEAS SCORING

The LEAS consists of 20 scenarios which are each rated on a 5- point scale. These scores are summed to generate a maximum possible total score of 100. The guidelines described below address how the 5-point rating for each scenario is made.

There are three separate ratings which must be made for each scenario: (1) self, (2) other, (3) total. The ratings for "self" and "other" are made in exactly the same way: the description of emotion for each person is assigned the level score from 0 to 4 which is the highest level achieved for that item. Thus, there is one "self" score from 0 to 4 and one "other" score from 0 to 4 for each scenario. Every feeling mentioned in a scenario can potentially be rated for "self" or "other."

In making these ratings, the criteria listed below should be followed explicitly. Emotion which is implied by or can be inferred from a response but which is not explicitly stated should not be scored. If a feeling is explicitly mentioned but denied, e.g., I wouldn't feel embarrassed, it is scored as if the emotion in question was present. If a feeling is not specifically attributed to self or other but to "someone" or "one," it is not rated. Similarly, if emotions are described which are not a response to the scenario per se but rather reflect the general belief system of the respondent, the emotions are not rated. If only one word is listed, attribute it to the self. Incidental comments contained in the description which convey emotion such as "I hope" are rated if they are embedded in the emotional response.

All words in the glossary are classified according to the level that they best fit. If there is another level that they might also fit less commonly, that secondary level is indicated in parentheses. Words must be interpreted in relation to the scenario, e.g., pain in the first scenario is scored 1, while in scenario 12 is scored 3.

The "total" score for each item is the highest of these two ("self" and "other") scores, except in the case of two level 4 scores in which case the

LEAS Scoring Manual & Glossary

guidelines for level 5 should be followed. All of the scoring guidelines for these ratings are listed below.

LEVEL 0

At least one of the following guidelines must be met:

1. **No response** given to the item.

2. Description of a **thought or impression which reflects an act of cognition** without any indication of the emotional reaction which followed from the cognitive act. A good rule of thumb here is if the word "think" can substitute for the word "feel" without any change in meaning, e.g. I would feel that they were wrong; I would feel that the remarks were justified.

3. Words that describe **cognitive states**, e.g. puzzled, confused, uncertain. Included here is "I expect..." because "expect" is a cognition.

4. Words that reflect **conclusions reached from evaluative judgments** which do not consistently have an associated positive or negative emotional tone, e.g. adequate, alone, justified.

LEVEL 1

At least one of the following guidelines must be met:

1. Explicit, simple statement that the person would **feel nothing**, a statement that the **respondent does not know how the person in question would feel**, or a statement acknowledging the possibility of **having feelings without specifying what they are**, e.g. closed, denial, indifferent.

2. Any **bodily sensation or physical feeling**, e.g. I'd feel pain, tingling, achy, nauseated.

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LEVEL 2

At least one of the following guidelines must be met:

1.   An **action tendency, if it is demonstrative of an emotion**, e.g. "I'd feel like punching the wall." A response would be scored here if the person felt like doing something which required mediation by the voluntary motor system. Actions per se are not rated as feelings. Included here are comments such as "feeling so much that I would probably only be able to sit and stare at my stereo" (i.e. catatonic).

2.   Reference to a conscious state which is **global** in nature and focuses on a key word whose usual meaning is **not emotional**, e.g. I'd feel ... good, bad, upset, awful, terrible, great, weird, etc. Words such as "strong" or "weak" would be scored here if they did not clearly refer to a physical state.

3.   **Personality traits which have an inherent action component** where the person is the initiator of the behavior, e.g., authoritarian, pompous, patriotic, defensive, greedy, haughty.

4.   **Passively experienced actions** with emotional connotations, e.g. abandoned, offended, soothed, manipulated, appreciated.

5.   **Actions that inherently convey emotion**, e.g. mope, laugh, cry, soothe, console.

6.   **Nonspecific emotions** that cannot be categorized with any one primary emotion, e.g. irritated, upset, aroused.

7.   Words that reflect **cognitions that have distinctly positive or negative emotional connotations**, e.g. fortunate, triumphant, unworthy, lucky.

LEVEL 3

At least one of the following guidelines must be met:

1.   Emotions that have a **well-differentiated** connotation, e.g. happy, sad, angry, want, anticipate, disappointed, etc.

2.   Words which are **closely allied to specific emotions**, e.g. pissed off, look forward, dying for, let down.

3.   Words that inherently **convey an exchange of emotion**, e.g. sympathize, empathize, commiserate.

4.   **Complex emotions** such as "remorse" are scored here if it is the only emotion mentioned.

5.   **Single words which refer to multiple emotions** would be scored here if the multiple emotions were not specified or referred to in some way, e.g. "I'd feel ambivalent."

6.   If **two or more feelings are expressed which are so similar in meaning that they cannot be readily distinguished**, i.e. LEVEL 4 criterion #2 is not satisfied (e.g. "at peace" = "relaxed" therefore is scored as LEVEL 3 not LEVEL 4).

LEVEL 4
(Two or more LEVEL 3 emotions which are distinguishable from each other)

At least one of the following guidelines must be met:

1.   **Opposing emotions** are described. Examples of opposing dyads include joy-sadness, interested-bored, anger-fear, surprise-anticipation, acceptance-disgust.

2.   **Qualitatively distinct emotions** are described. The test of whether a feeling state is distinct is if an outside observer could look at two people,

each of whom is manifesting the facial expression of one of the emotions which is to be contrasted, and reliable identify who is feeling what (e.g. "at peace" = "relaxed" therefore would be scored as LEVEL 3 not LEVEL 4).

3.   **Quantitatively distinct emotions** are described through the use of words that describe different emotions, not use of adverbs such as "more" or "less," e.g. "My feeling was somewhere between ecstatic and delighted." Another sufficient but not necessary criterion for making quantitative distinctions is that provided by #2 above.

4.   When **different reasons are given for a single emotional response**, e.g. I would feel angry with myself and angry with my neighbor.

LEVEL 5

<u>All</u> of the following guidelines must be met:

1.   Each individual's emotional reaction meets level 4 guidelines. (**Self = 4 and Other = 4**)

2.   The reactions of the two **individuals are clearly different** from each other, either in specific content or overall tone. If the emotions which contribute to the level 4 score in each of the two individuals are the same, reasons should be given to account for differences in the overall tone of the two reactions.

LEAS Scoring Manual & Glossary

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APPENDIX G

Researcher:	Driana Zandberg
Degree:	Master of Social Work (Play Therapy)
Contact details:	076 1679718

PARTICIPANT'S INFORMED ASSENT

Name of the participant: ……………………………………………..

1. Title of Study
Evaluation of an emotional awareness programme for children in middle childhood in a private school in Pretoria, Gauteng Province.

2. Purpose of the study
The purpose of the study is for Ms Zandberg to test a programme that can help children between the ages of nine and thirteen years to understand their emotions.

3. Procedures
I will be asked to complete a form with questions about emotions. I will complete this form twice. I will also participate in a programme, which will be presented during class, for seven weeks. I will take part in activities in a group and on my own.

4. Possible discomfort
I understand that taking part in the research study will mean talking about positive and negative feelings and also talking about my experiences. If I feel uncomfortable at any time during the activities, I can tell my teacher or Ms Zandberg, who will refer me to a counsellor at school.

5. Benefits of the study
Taking part in the programme will help me to understand my feelings better.

6. Right of participation
If at any time I wish to stop taking part in the programme, I can tell my teacher or Ms Zandberg that I do not want to continue. If I decide to stop, no-one will blame me.

7. Financial compensation

I understand that I will not receive money or gifts for taking part in the study.

8. Confidentiality

Notes and reports will be written about participating in the programme. Ms Zandberg will be the only one to read these reports. My real name will not be used in the reports or on the forms that I will complete. The information about the study will be stored in a safe place at the University of Pretoria for 15 years. The results of the study may be used for further studies.

If I have any questions I can ask my teacher or Ms Zandberg or have my parent/guardian contact Ms Zandberg at 076 1679718 or e-mail at driana.zandberg@gmail.com.

I understand my rights as a research participant and would like to help with this study. I understand what the study is about, why and how it is being done.

....
SIGNATURE: PARTICIPANT   **DATE**

....
SIGNATURE: RESEARCHER   **DATE**

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UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Humanities
Department of Social Work & Criminology

Navorser:	Driana Zandberg
Graad:	MMW om Spelterapie
Kontakbesonderhede:	076 1679718

DEELNEMER SE INGELIGTE TOESTEMMING

Naam van deelnemer: ……………………………………………

1. Titel van die studie
Evaluering van 'n emosionele bewustheidsprogram vir kinders in die middelkinderjare in 'n privaatskool in Pretoria, Gauteng Provinsie.

2. Doel van die studie
Die doel van die studie is vir Me Zandberg om 'n program te toets wat kinders tussen die ouderdom van nege en dertien haar kan help om hul emosies te verstaan.

3. Werkswyse
Ek sal gevra word om 'n vorm met vrae oor emosies in te vul. Ek sal die vorm twee keer invul. Ek sal ook aan 'n program deelneem wat oor sewe weke in klastyd aangebied word. Ek sal aktiwiteite in 'n groep en op my eie doen.

4. Moontlike ongemak
Ek verstaan dat as ek aan die studie deelneem, ons oor positiewe en negatiewe gevoelens sal praat en ook oor my ervarings. As ek enige tyd ongemaklik voel terwyl ons die aktiwiteite doen, kan ek my onderwyser of vir Me Zandberg sê, wat my na die berader by die skool sal stuur.

5. Voordele van die studie
Die program waaraan ek deelneem sal my help om my gevoeles beter te verstaan.

6. Reg tot deelname
As ek op enige tyd wil ophou om aan die program deel te neem, kan ek my onderwyser of vir Me Zandberg sê dat ek nie wil aangaan nie. As ek besluit om op te hou, sal niemand my blameer nie.

Department of Social Work & Criminology   Tel: Number   00 27 12 420 2325/2030   www.up.ac.za
University of Pretoria   Fax: Number   00 27 12 420 2093
PRETORIA 0002
Republic of South Africa

7. Vergoeding

Ek verstaan dat ek nie geld of enige geskenke sal kry as ek aan die studie deelneem nie.

8. Vertroulikheid

Notas sal oor my deelname aan die program gemaak word. Me Zandberg sal die enigste persoon wees wat die notas sal lees. My regte naam sal nie in die notas of op die vorms wat ek invul, geskryf word nie. Die inligting oor die studie sal vir 15 jaar in 'n veilige plek by die Universiteit van Pretoria gestoor word. Die inligting kan later vir ander studies gebruik word.

As ek enige vrae het, kan ek my onderwyser of vir Me Zandberg vra, of my ouers vra om Me Zandberg te kontak by 076 1679718 of e-pos driana.zandberg@gmail.com.

Ek verstaan my regte as ek aan die studie deelneem en ek wil graag met die studie help. Ek verstaan waaroor die studie gaan en waarom en hoe dit gedoen word.

....
HANDTEKENING: DEELNEMER

....
DATUM

....
HANDTEKENING: NAVORSER

....
DATUM

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APPENDIX H

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Humanities
Department of Social Work & Criminology

Researcher:	Driana Zandberg
Degree:	Master of Social Work (Play Therapy)
Contact details:	076 1679718

GUARDIAN'S INFORMED CONSENT

Name of participant: ……………………………………………

1. Title of Study
Evaluation of an emotional awareness programme for children in middle childhood in a private school in Pretoria, Gauteng Province.

2. Purpose of the study
The purpose of the study is to evaluate a previously developed emotional awareness programme for children in middle childhood, to enhance their levels of emotional functioning.

3. Procedures
The learner (respondent) will be requested to complete the *Levels of Emotional Awareness Scale for Children (LEAS-C)* to determine the learner's level of emotional functioning. The *LEAS-C* will be completed as a pre-test and a post-test. An emotional awareness programme will be offered to learners and will be integrated in the daily teaching programme. During the seven modules, implemented over a seven-week period, the learners will participate in individual and group activities.

4. Possible discomfort
I understand that participation in the research study will mean exploring and sharing both positive and negative emotions and emotional and social experiences. I trust that the researcher will do her best to minimise emotional discomfort. If I feel at any point that the learner is not comfortable with the activities in the emotional awareness programme, the researcher could be approached or the learner could withdraw participation from the research. If needed, the researcher will refer the learner (respondent) for counselling to the school counsellor. These services will be provided free of charge.

5. Benefits of the study

I understand that there may not be any immediate benefits resulting from participating in the research study. The emotional awareness programme may however assist the learner to be in contact with his/her emotions, to discriminate between different emotions and to verbalise and take ownership of their emotions. The implementation of the emotional awareness programme may also improve the child-teacher relationship in the classroom setting.

6. Right of participation

The learner will have the right to withdraw from the research study at any time. I understand that there will be no negative consequences for the learner resulting from such withdrawal. Ms Zandberg will respect the decision of the learner.

7. Financial compensation

I am aware that there is no financial or other form of compensation for the learner for participating in the research study.

8. Confidentiality

Reports will be compiled to record the progress of the sessions. Ms Zandberg will be the only one to have direct access to these reports. I understand that all names, details and other information will be known only to the researcher and will be kept confidential. The learner's name will not appear in the research report, on the LEAS-C or in any other publication. The research information will be stored in a safe place at the University of Pretoria for 15 years. The results of the study may be used for further studies.

If I have any questions I can contact Ms Zandberg 076 1679718 or at e-mail driana.zandberg@gmail.com at any time.

I understand my rights as the guardian of a research participant and would like to help with this study. I understand what the study is about, why and how it is being done.

....
SIGNATURE: GUARDIAN   **DATE**

....
SIGNATURE: RESEARCHER   **DATE**

Fakulteit Geesteswetenskappe
Department Maatskaplike Werk & Kriminologie

Navorser: Driana Zandberg

Graad: MMW om Spelterapie

Kontakbesonderhede: 076 1679718

VOOG SE INGELIGTE TOESTEMMING

Naam van deelnemer: ……………………………………………

1. Titel van die studie

Evaluering van 'n emosionele bewustheidsprogram vir kinders in die middelkinderjare in 'n privaatskool in Pretoria, Gauteng Provinsie.
(*Evaluation of an emotional awareness programme for children in middle childhood in a private school in Pretoria, Gauteng Province*).

2. Doel van die studie

Die doel van die studie is om 'n emosionele bewustheidsprogram wat ontwikkel is om die vlak van emosionele funksionering van kinders in die middelkinderjare te verhoog, te evalueer.

3. Werkswyse

Die leerder (respondent) sal gevra word om 'n vraelys, die *Levels of Emotional Awareness Scale for Children (LEAS-C)* te voltooi. Die vraelys is in Afrikaans vertaal vir die doel van die navorsing. Die *LEAS-C* sal as 'n voor-toets en 'n na-toets voltooi word. 'n Emosionele bewustheidsprogram sal as 'n weeklikse program aan die leerders in die skoolopset aangebied word. Gedurende die program, wat oor 'n tydperk van sewe weke aangebied word, sal die leerders aan individuele- en groepsaktiwiteite deelneem.

4. Moontlike ongemak

Ek verstaan dat deelname aan die navorsing sal behels dat positiewe en negatiewe emosies, asook emosionele en sosiale ervarings eksploreer en bespreek word. Ek vertrou dat die navorser alles in haar vermoë sal doen om emosionele ongemak by die respondente te voorkom. Indien ek van mening is dat die leerder ongemaklik is met die aktiwiteite in die emosionele bewustheidsprogram, kan ek die navorser kontak of die leerder kan sy/haar deelname aan die program staak. Indien nodig, sal die navorser die leerder (respondent) vir berading na die skoolberader verwys. Die berading sal gratis aangebied word.

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5. Voordele van die studie

Ek verstaan dat daar nie enige onmiddellike voordele van deelname aan die navorsing sal wees nie. Die emosionele bewustheidsprogram kan egter die leerder help om in kontak met sy/haar emosies te wees, om tussen verskillende emosies te kan onderskei, en om sy/haar emosies te verbaliseer en toe te eien. Die aanbieding van die emosionele bewustheidsprogram kan ook die kind-onderwyser verhouding in die klas verbeter.

6. Reg tot deelname

Die leerder sal die reg hê om te enige tyd aan die studie te onttrek. Ek verstaan dat daar geen negatiewe gevolge vir leerder sal wees as gevolg van sy/haar onttrekking aan die studie nie. Me Zandberg sal die leerder se besluit respekteer.

7. Vergoeding

Ek verstaan dat daar nie enige finansiële of ander vorm van vergoeding vir die leerders se deelname in die studie sal wees nie.

8. Vertroulikheid

Notas sal oor deelname aan die program gemaak word. Me Zandberg sal die enigste persoon wees wat direkte toegang tot hierdie notas sal hê. Ek verstaan dat alle name, besonderhede en ander inligting slegs aan Me Zandberg bekend sal wees en vertroulik hanteer sal word. Die leerders se name sal nie in die navorsingsverslag, op die *LEAS-C,* of in enige ander publikasie verskyn nie. Die navorsingsinligting sal vir 'n tydperk van 15 jaar veilig by die Universiteit van Pretoria gestoor word. Die navorsingsresultate mag vir verdere navorsing gebruik word.

Indien ek enige vrae het, kan ek vir Me Zandberg kontak by 076 1679718 of e-pos driana.zandberg@gmail.com.

Ek verstaan my regte as die voog van die deelnemer aan die navorsing en wil graag met die studie help. Ek verstaan waaroor die studie gaan en waarom en hoe dit gedoen word.

……………………………………….....   …………………………...
HANDTEKENING: VOOG   **DATUM**

……………………………………….....   …………………………...
HANDTEKENING: NAVORSER   **DATUM**

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APPENDIX I

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Humanities
Research Ethics Committee

28 March 2015

Dear Prof Lombard

Project:	**Evaluation of an emotional awareness programme for children in middle childhood in a private school in Pretoria, Gauteng Province**
Researcher:	**D Zanberg**
Supervisor:	**Dr MP le Roux**
Department:	**Social Work and Criminology**
Reference:	**26179424 (GW20150319HS)**

Thank you for the application that was submitted for ethical consideration.

I am pleased to inform you that the above application was **approved** by the **Research Ethics Committee** on 26 March 2015. Data collection may therefore commence.

Please note that this approval is based on the assumption that the research will be carried out along the lines laid out in the proposal. Should the actual research depart significantly from the proposed research, it will be necessary to apply for a new research approval and ethical clearance.

The Committee requests you to convey this approval to the researcher.

We wish you success with the project.

Sincerely

Prof Karen Harris
Acting Chair: Research Ethics Committee
Faculty of Humanities
UNIVERSITY OF PRETORIA
e-mail:Karen.harris@up.ac.za

Research Ethics Committee Members: Prof KL Harris(Acting Chair); Dr L Blokland; Dr JEH Grobler; Prof B Hogmeyr; Ms H Klopper; Dr C Panebianco-Warrens; Dr C Puttergill; Prof GM Spies; Dr Y Spies; Prof E Taljard;