DEVELOPING SOCIO-EMOTIONAL INTELLIGENCE IN EARLY YEARS
SCHOLARS

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Copyright Statement

Abstract

This doctoral thesis aimed to explore socio-emotional intelligence within the context of Higher Education, in order to inform the creation of a learning development tool. It specifically explored how Early Years students studying a Foundation Degree (Fda) in Early Years, developed their socio-emotional intelligence whilst completing this Higher Education programme. In order to achieve this, fourteen qualitative interviews with ten Early Years students and four Early Years lecturers who were or had been involved with the programme, were undertaken. Findings from these interviews created by carrying out a thematic analysis, suggested that although these students had an understanding of socio-emotional intelligence, there was a need for further development as there were some misunderstanding and in some cases difficulty in relating socio-emotional intelligence to their own experience. To clarify some of these issues, within this thesis there is a developed definition of socio-emotional intelligence which takes into account relevant theory as well as findings from this doctoral programme.

Within the interviews it was also identified that there was a need to provide a space without time constrictions for these students to reflect on their own socio-emotional intelligence and that the environment in which learning takes place can affect how these students develop some areas of their socio-emotional intelligence. Additionally, the most significant finding from this doctoral programme, was that an Early Years lecturer knowledgeable in socio-emotional intelligence and able to model it and apply it in their practice, was significant to the socio-emotional development of these students.

Based on these findings and also taking into account the preferred type of development support that was needed, a blog called the socio-emotional scholar was developed. This blog aims to create a learning community of students and lecturers (academics) where areas of socio-emotional intelligence are explored and resources are shared, developed and created with the purpose of continuing developing socio-emotional intelligence for both of these types of scholars and others that may be interested in the subject and the blog.

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Author's declaration

Elements of this Professional Doctorate have been previously presented at various conferences and peer reviewed papers emerging from these conferences have been published. The details of these are given in Appendix 11.

This thesis is an independent work and the primary data collection and analysis is original research.

Where I have consulted, or quoted the published work of other authors this is always clearly cited and referenced using Bournemouth University Harvard Referencing Guidance. With the exception of such quotations, this thesis is entirely my own work.

Chapter 1   Introduction

This chapter begins by introducing the concept of my thesis, as well as my rationale for doing a Professional Doctorate exploring socio-emotional intelligence within the context of Higher Education, a notion that until recently has been under developed within the sector. It then presents an outline of the way in which this thesis is presented with a brief overview of the literature review, methodology, themes and discussion, final discussion, practice development and epilogue chapters. The chapter will conclude with the aim and objectives of this doctoral project.

Socio-emotional intelligence is a term I developed which integrates the areas of emotional intelligence (Goleman 1996; Salovey and Mayer 1990) and social intelligence (Albreght 2006; Goleman 2007). It considers other concepts and areas of knowledge such as practical wisdom (Schwartz and Sharpe 2010), tacit knowledge and positive psychology (Seligman 2011) amongst others. Within the context of higher education, it is an important area. Qualter et al. (2009) found that retention whilst at university was linked to the students' socio-emotional intelligence. There is also evidence that areas of socio-emotional intelligence such as empathy or adaptability have an impact on students' progress (Pope et al. 2012).

What is more, success whilst at university (Liff 2003; Poole and Qualter 2011; Qualter et al. 2009), and a positive impact on the student experience have also been linked to having an awareness and a provision to support students in developing their socio-emotional intelligence (Qualter et al. 2019). More widely, a better understanding of the importance of socio-emotional intelligence would also support provision of programmes within the helping professions. The rationale for this is that these practitioners deal with sometimes very emotionally demanding and complex situations, thus there is a need to develop resilience and emotional robustness (Grant and Kinman 2012).

Whilst the importance of socio-emotional intelligence in higher education learning has been clearly identified as important, it was Mortiboys (2010, 2012) who firstly discussed the scarcity of research exploring this area, identifying the need to focus on the emotional intelligence of those teaching, as clearly emotions are present within the learning and teaching environment. Consequently, this research project

aims to add to the body of knowledge of socio-emotional intelligence in higher education teaching and learning.

This research began almost seven years ago, as an investigation of the current practice to support Early Years students in developing their socio-emotional intelligence whilst completing a Foundation Degree (Fda) in Early Years. As a programme leader and lecturer of the Fda Early Years at Bournemouth and Poole College, from 2009 -2013, and an avid researcher in the way that emotions impact learning, I identified a need for these students to develop their socio-emotional intelligence.

In the UK, Early Years students are those who work with children under the age of five in a variety of settings (preschools, nurseries, child-minding, reception classrooms) and hold a level 3 vocational qualification (Department for Education 2016). These students can go on to achieve Higher Education qualifications by enrolling in various programmes. One of those is the Fda Early Years which is a level 4/5 qualification equivalent to the first two years of a bachelor's degree. Once students have achieved this, they can go on to study for a full degree (BA Hons) and then they can train to become qualified teachers if they wish to do so.

Specifically regarding this thesis, I interviewed ten students who had been enrolled in a local college completing an Fda Early Years programme that ran from 2003 – 2015 accredited by Bournemouth University. Of those, three students had previously taken part in a pilot focus group to inform this project, along with a fourth member who did not take part in the interviews. Additionally, four Lecturers who had been involved with the programme were also interviewed.

Although at the beginning of this doctoral journey my intention was to investigate socio-emotional intelligence in students, findings from this research suggested that the socio-emotional intelligence of lecturers should also be taken into account when creating a practice development tool. Thus, the practice development encompasses socio-emotional intelligence for both students and lecturers.

What is more, in order to encompass both of these types of participants, I wanted to find a term that was inclusive of both students and lecturers as learners and teachers, hence the term scholars. A term that took into account teaching practice

as a learning journey that has no start and no finish and it is always developing, thus the title: Developing socio-emotional intelligence in Early Years Scholars.

Anderson et al. (2014) refer to a scholar as someone that has become an expert on a given discipline by studying it. I believe that, the level of expertise students must master in order to deal with everyday situations in an Early Years setting, the notion of self-didactic learning that happens in Higher Education, and the depth of knowledge and understanding that Early Years lecturers must attain so as to support students in developing their own knowledge, is in itself evidence that both students and lecturers are scholars, learned peers who are experts in their field and that continue learning in and on practice. Nevertheless, throughout this thesis until the practice development chapter, participants will be referred to as students and lecturers in order to differentiate between their responses.

Through the work I have carried out over the past seven years, I have further evidenced that supporting students in developing their socio-emotional intelligence can have a positive effect in their student experience and impact on retention, achievement and success (Devis-Rozental et al. 2014; 2017; Fayombo 2012). This is something that could influence other types of higher education provisions. Consequently, findings from this doctorate have the possibility of extending beyond early years teacher training provision in the UK and abroad.

This thesis is the culmination of an intense exploration, both intrinsic and extrinsic, that has changed me in many ways. It is not a traditional PhD, but a professional doctorate that considers theory, professional practice and a personal narrative "sustained by emotional factors that may need more explicit attention" (Carr et al. 2010, p. 125), integral to its development. Professional doctorates are relevant to contemporary practice and need to be flexible to account for the "highly dynamic professional working environments" of the people enrolled in them (Smith et al 2011, p. 151). According to Backman (2016) these programmes provide a contemporary and creative way of acquiring relevant knowledge that influences practice.

The doctorate in professional practice at Bournemouth University involves, apart from the traditional supervisory meetings, monthly group supervisions. In these meetings, a small group of doctoral students, (six of us in my cohort), met with two

supervisors on a monthly basis to share experiences and learn from each other. This type of "nourished scholarship" (Carr et al. 2010, p. 125) is distinct from some doctoral programmes I have come across and it takes away the isolation that sometimes students feel when they are doing a more traditional PhD (Carter and Laus 2014).

Smith et al. (2011, p. 147) found that students valued the cohort experience as part of their professional doctorate as they were able to "interact in a safe environment with professionals from other backgrounds." They add that in their experience, "the programme seems to make passionate people more passionate about their work!" (2011, p. 150). I can relate to this, as for me, this type of group support allows for reflection on practice and enables for a novel way of looking at it. Additionally, it allows for social learning and for achieving a sense of belonging and by doing so develops areas of socio-emotional intelligence.

What is more, this doctoral programme is also different from a PhD as aside from a contribution to knowledge, I must also develop an original contribution to practice based on my findings (Hayes and Fulton 2015). According to Irwin et al. (2008, p. 247),

> "Too much linear thinking and 'thinking inside the box' create an academic coffin of lethal security, respectability, and tenure. Yet trying to think outside the box also means having to disassociate oneself from the comforting approval of one's theories by respected predecessors and colleagues."

This is something that I have come across various times throughout these years. People often question why I chose this non-traditional type of research, parting from more traditional and "known" qualifications. Clearly, professional doctorates may be difficult to understand for those more used to a PhD (Sanders et al. 2011). My rationale is that I am a practitioner who whole heartedly believes in the notion that we cannot disassociate who we are from what we do. I see it as a way to develop both personally and professionally (Smith et al. 2011).

There is also a personal narrative woven throughout this thesis. According to Fulton et al. (2012, p. 137), although each Professional Doctorate is "highly individual", reflection is an integral component as it "transforms and develops professional practice." This emphasis on reflection when doing a professional doctorate has been also identified by Sanders et al. (2011), and it was an important consideration for me when choosing the type of doctoral programme I wanted to undertake. I felt

that my own story could not be separated from my practice and learning journey. Eastman and Maguire (2016) further explain this when they suggest that:

> "conceptualising the professional doctorate as critical autobiography is a valuable tool for professional practitioners who struggle to communicate the complexities of their practice confidently and lucidly"

As the reader will see throughout this thesis, one of my main convictions is that our practice, our research, who we are and the way in which we feel and act, all interrelate and intersect with each other like a playful dance. Therefore, being able to carry out research whilst exploring my sense of self as a researcher and as a practitioner, seemed to be a fitting way to communicate an exploration of my experience.

At every stage I have questioned my identity as a researcher, a professional, a practitioner, a teacher, a mother and a wife. I attempted to position myself as one of those, but the reality is that I am all combined. Additionally, I have reflected upon my background and culture as a Colombian-born individual whose first language is Spanish, and how perhaps this has influenced not only the way in which I write this dissertation, but also how I think, feel and practice. Part of what makes the process of completing a Professional Doctorate so interesting to me, as opposed to a more traditional PhD, is the fact that I can be all or one at any time, as they are all intertwined within the realms of my sense of self. It is quite liberating as a researcher to feel able to also be a practitioner, to feel able to bring heart into my research and to let the many colours of my emotions shine throughout various stages of this project.

This is essentially because another difference between professional doctorates and PhDs is that they encompass as part of the process, as mentioned previously, a reflective narrative related to personal and professional development integrated throughout, in order to "enable the individual to analyse their personal motivations" (Talbot 2012, p.1). Furthermore, in addition to a literature review, and traditional research methodology, the main outcome from a professional doctorate must involve a practice development component which "generates original knowledge of strategic relevance as the basis for improvement in practice" (Talbot 2012, p. 1).

Throughout this thesis there is evidence of personal narratives (in italics). I have written these during this doctorate and they demonstrate my emerging thinking and

how my ideas have evolved at important times within this journey; they also account for the values and beliefs I bring with me that shape my professional identity (Fulton et al. 2013). This type of narrating takes into account Todres' (2007) view of bringing heart and feeling to my writing and the interlinked nature of my personal and professional experience; particularly important given the subject of this thesis. I trust the reader will be able to see this through my writing and in doing so get a sense of me.

Taking this into account, I have included some poems and personal reflections that I have written during the past seven years. They may show my vulnerability at times, perhaps my weaknesses and my strengths and sometimes intimate feelings. I hope that by sharing this piece of me, the reader gains a deeper understanding of my journey, and also identifies some of the reasons, decisions, discoveries and trajectories. I have been deeply influenced by Todres' (2007; Galvin and Todres 2013, p. 148) "embodied relational understanding", and it is my aim that this thesis has in a way developed my understanding in a more holistic way and shows evidence of practicing and researching with "head, hand and heart" in a way where these are intrinsically connected in an inseparable yet identifiable way.

I have created the following figure to illustrate how my doctoral journey has progressed, beginning from the bottom layer:

What I am sharing: New found knowledge and understanding of the world

What I created: Practice development

What I found: Analysis, evaluation and reflection

What I did: Methodology, carrying out the study, ideas for the blog

Where I learned: Literature, conferences, supervisory meetings, practice, transfer, participants, colleagues, reflecting

What I came with: Knowledge, lived experience, background, culture, relationships, practice, expectations

Figure 1:   My Doctoral Journey (Devis-Rozental 2017)

Each level has enriched the next one and could not exist by itself without the basis of the one before, that is why the lower sections are larger; to sustain the ones above. In this thesis, figure 1 above correlates to the chapters presented below:

- Chapter 1 Introduction and Reflective rationale

  This chapter explores my interest in developing an understanding of social and emotional intelligence for Early Years students. I have considered my current knowledge and understanding, as well as my personal and professional experiences both in England where my home is and in Colombia where I was born.

- Chapter 2 Literature review

  This chapter includes an overview of intelligence and emotions. It also explores social and emotional intelligence taking into account contemporary and traditional academic sources. Following this and to explain to the reader the context of this research, an exploration of Early Years practice and the current advances in the sector regarding social and emotional intelligence are examined.

- Chapter 3 Methodology

  In this chapter I explain the stages in which this research was carried out. It includes relevant theory linked to qualitative research, as well as ethical considerations and an exploration of the participants that took part within this study.

- Chapter 4 Themes and analysis

  The findings from this thesis are explored in this chapter, integrating an analysis and linking to relevant literature presented in the review in addition to other sources to account for new discoveries.

- Chapter 5 Final Discussion

  Considers the main findings from the thesis and demonstrates how this new-found knowledge has met the aim and objectives of this doctoral programme and how these are meaningful and relevant to both theory and practice. It also includes personal reflections regarding the whole process.

- Chapter 6 Practice Development

This chapter presents the tool created and its rationale. It includes illustrative examples as well as a section on some of my personal reflections whilst completing this doctoral journey.

- Chapter 7 Epilogue
  Concluding this thesis, an overview of each chapter in relation to my journey will be presented and a link to current and future research plans considering significant findings from this project.

Having provided an overview of the structure of the thesis, I will now move on to the substance of the work, starting with the background and rationale for my study.

1.1 Background to this project

This research stems from my own experience of being first a student on an Fda Early Years (2003-2006) and then from my "professional experience" (Fulton et al. 2013, p. 9) as lecturer and programme leader of the same programme (2009-2013) with the aim to improve practice. Over the years, whilst reflecting on my own development of socio-emotional intelligence, my memory took me back to the programme I had completed and how it had allowed me to grow both as a practitioner and as a woman. I questioned what, how and who had been a part of my transformative process and why it had happened.

As I began teaching in the Fda Early Years, I noticed that some students arrived to the programme lacking socio-emotional intelligence attributes such as confidence, self-efficacy and sometimes motivation among others. During the three years of their programme, some students would go through a transformation and become much more confident and assertive whilst others did not. Therefore, there was still more, I believed, that could be achieved with the right type of support. This led to the idea of looking into the experience of both lecturers and students, to see if there was something else that could be put into place to support them in further developing their socio-emotional intelligence in order to enhance their practice and their personal transformative experience.

1.2 My interest in social and emotional intelligence: Rationale for the study

The first time I read about emotional intelligence was in a book by Goleman (1996). He explained that emotional intelligence was the ability to understand our own

emotions, managing them effectively and being able to motivate ourselves intrinsically in order to succeed. He also highlighted the importance of recognising how others feel and being able to build effective relationships. It was in 2007, that Goleman presented a new theory of Social Intelligence, which paid more attention to the second part of his first theory. His rationale was that social intelligence was within the umbrella of emotional intelligence but needed to be explored separately.

Bar-On (2005), who coined the term EQ (Emotional Quotient), stated that both social and emotional intelligence must be seen together and asserted that emotional-social intelligence was a;

> "cross section of interrelated emotional and social competencies, skills, and facilitators that determine how effectively people understand and express themselves, understand others, and relate with them, and cope with daily demands" (Bar-On 2005 p. 14).

Reading this resonated with me, it was one of the first times that I felt that theories, seemed to reflect not only my way of thinking and the way in which I am and what I believe, but also the way in which I was brought up in Bogota, Colombia. According to De Leersnyder et al. (2010), people from the same culture who share experiences, interact and who are close, share similar ways of showing their emotions regarding intensity and frequency. I am aware that I have been strongly influenced by my large family and heritage.

I grew up to be positive, hopeful and through example by my mother to always see something good in everyone. Also, to be resilient, as according to my father, no matter what life throws at us, we must keep moving forward and never give up. This teaching has served me well, first when I moved to England in the Spring of 1994 with no language skills and having to fend for myself. Being resilient became even more important since becoming permanently disabled in 2005. Still, every day I wake up, I choose to be happy, and reflect on how important it is to keep going and by doing so, set an example to my children in the same way that my father did to me.

Furthermore, I was taught that social interactions are valuable, and that without those social threads that bind us together, people can live very isolated and sometimes sad lives. All of the latter, I should add, was implicitly transmitted to me, no one said it but I learned it due to modelling and engaging thus, developing a sense of identity and belonging (Vygotsky 1978; Bandura 1977; Knowles et al.

2010). Therefore, based on my heritage and culture, the concepts and applications of positive expressions, internal strength and social interactions have always been important to me.

After many years of living here, and having completed all my Higher Education in England, I have if not mastered, at least understood how our cultural differences can sometimes get in the way of our social interactions. Nevertheless, it should be noted that perhaps a degree of:

> "emotional acculturalisation… where changes in emotional patterns due to…exposure and contact to a new cultural context" (De Leersnyder 2010, p. 452),

may have already altered the way in which I demonstrate and understand emotions in order to fit into some social situations, whilst still maintaining my passion and "Latin flair" of which I am very proud.

In 2000 I decided to begin a career in childcare and train as a students *through the National vocational qualification (NVQ) route. But it was in 2003, when the government started looking at the professionalization of Early Years education and a Foundation Degree (Fda) in Early Years was introduced in the local area, when my Higher Education began. It was whilst doing this that my career as a researcher also began. It was by accident that I realised the immense power of positive interactions on learning as I was conducting an action research in my undergraduate degree.*

I had been investigating second language acquisition in a small infant school in England. I wanted to explore if introducing a second language in the Early Years had a benefit not only for the learning of that language, but in other areas of children's development. Ninety children were divided in three groups and each group had a different teacher, who would introduce them to French, once a week for a year. Only one of those teachers was fluent in the language, so I assumed, that those children who had the fluent teacher, would be the ones who learnt the most. Once I analysed the data collected through student feedback, I found that those children who had the teacher that was known for being nurturing, positive and fun, albeit by her own admission very poor in her French skills, were the children that learned the most. And this observation was the spark that started my passion for the role of emotions and positive social interactions within education.

I was encouraged by policy initiatives, when the labour government introduced SEAL (Social and emotional aspects of learning) (DFES 2005a; DFES 2005b; Humphrey et al. 2008), a programme based on Goleman's (1996) emotional intelligence, that was geared towards children learning how to be empathic, supportive, and confident. However, the people teaching those children about those skills were not trained, or perhaps did not even have those skills themselves. This idea was echoed when I read an article by Dearnley and Elfer (2007) discussing the results from an action research study carried out with Nursery heads, that explored emotional experiences within training.

This study recognised that Early Years environments are charged with emotions and practitioners are not trained overall to recognise how to manage them effectively. So, in conducting this research my aspiration is to fulfil a lifelong conviction which has shaped the way in which I have always conducted myself both personally and professionally, based on the principles of what Goleman (1996; 2007), Bar-On (2005), Mortiboys (2010) and others call Emotional intelligence and Social intelligence.

Everything I do, I do it with passion, giving myself completely but overall making sure that every interaction always leaves something positive for everyone. I want to share that passion which sees positive emotions spreading faster than negative ones, as Goleman (1996) said. I want to develop a resource to help students explore and cultivate their own social and emotional intelligence, and apply those principles to their own practice to improve their experience as well as those of the children in their care.

The following poem was written after one of my lectures:

What I see on a given Thursday

I see them come every Thursday,
eager and ready to learn.
They bring with them enthusiasm
and passion to be the best.

They also bring all their baggage,
the problems from here and there.
The hardness of many hats,
to everyone something else.

Untold to us are their stories
of neglect, abuse or failures,
of the barriers that past lectures
Have infused, until they fester.

All those basic needs unmet
all those obstacles to learn.
The panic, sometimes despair,
hiding beneath every face.

Most arrive ready at two,
with their notes and many books.
Others a little bit later,
rushing in and finding shelter.

One or two with some excuses
valid, plausible and lucid,
I hear them but REALLY do
with compassion to be true.

Since I was once one of them
in exactly the same place,
full of hope but petrified
I get what, where, why and how.

For it is my role to care,
to understand and be fair.
Not to judge, scare or imply
manipulate, patronise.

Not to be a font of knowledge
but facilitate awareness.
To give all myself completely
to inspire them, to fulfil them.

As Carl Rogers rightly said
to unconditionally accept them.
To allow each one to flourish,
grow, evolve, be represented.

Recognising that when ready,
they'll unleash their expertise,
all that knowledge of their practice
and that passion that they bring.

Then together we will mix
facts, reflections, rights, examples,
history and psychology
humour, seriousness, recitals.

And with time, greats as Vygotsky,
Aristotle, Maslow, Bowlby
will filter into their speech
in our classroom every week.

The aim is for these students *to develop a more holistic way of understanding that takes into account "evidence for the head, hand and heart" (Galvin and Todres 2013, p. 147). This is particularly relevant to my research as it encompasses the experiences of* students *within a caring profession where theoretical understanding (head), practice (hand) and socio-emotional aspects (heart), are all equally important for their role as care providers, but also for their own personal growth. What is more, I would suggest from my personal experience, that this can also be applied to any type of teaching situation.*

Todres' (2007) and Galvin and Todres' (2013) concept also applies to me, to my experience as practitioner, researcher and to my personal growth. I have also grown professionally, changed my job from programme leader to become a learning development lecturer where I support students in a more personalised way to be the best they can be. I have won various awards and helped change many paths from failure to success for many students. I have seen my two children grow to become incredibly kind and caring teenagers who give me great pride. All of these life events might have been experienced very differently without the transformative learning journey I have undertaken. For knowing, understanding, acknowledging, exploring and practicing areas of socio-emotional intelligence have made this journey much more enriched.

Todres (2007, p. 13) noted that:

> "the quest for more integration of texture and structure may be one way of defining a qualitative research endeavour that is faithful to the meanings of the human world"

I will attempt to do so by "getting a sense of the whole" which "ensures details are… meaningful within their context" (Todres 2007, p. 40).

1.3 The overall aim of the professional doctorate

The overall aim of this thesis was to explore the understanding and development of social and emotional intelligence in Early Years students whilst doing an Fda Early Years, to inform my practice development, which would be the creation of the social and emotional intelligence tool.

1.4 Objectives of the professional doctorate

I carried out a qualitative research project with the following research objectives to help inform the practice development tool:

1) To explore the experiences of Early Years students in reflecting on their own social and emotional intelligence whilst completing an Fda Early Years programme

2) To explore the experiences of Early Years students in applying social and emotional intelligence in their practice

3) To identify if there is a need for development to support them whilst completing an Fda early Years and if so;
   a. To identify the gaps in the professional development
   b. To identify which form of development would be most acceptable to students

1.5 Original contributions within a wider context

The original contributions that this thesis makes to both theory and practice are:

1. The development of a new definition of socio-emotional intelligence based on relevant theories which is available to a wide audience. This definition can be found at the beginning of chapter 5

2. A practice development tool presented in chapter 6 for scholars and other stake holders interested in developing their socio-emotional intelligence, based on the main findings from this research project

3. The development of appropriate practice models explored within chapter 5 that can be applied to various fields. This is particularly important since findings from this project have a wider impact than the anticipated target audience. Practitioners from all areas will be able to draw relevant information to inform their practice, and they will also be able to apply its principles. This might be especially relevant to caring professions such as nursing or midwifery, and other types of provisions which require people to practice with an embodied relational understanding (Todres 2007)

The following chapter explores important aspects of this thesis within a literature review where ideas have been developed, considering relevant literature and theoretical approaches relevant to this doctoral programme.

Chapter 2   Literature Review

2.1   Introduction

This literature review explores meaningful sources related to social and emotional intelligence as well as teacher training education, in order to inform this thesis. It is important to note that sections of this chapter have been presented in conferences throughout my doctoral journey (Devis-Rozental 2011, 2013). The section on intelligence was awarded best paper of the year (Devis-Rozental 2013, See appendix 1).

The review is divided into four sections. The first section provides an exploration of intelligence as it is imperative to understand its meaning throughout the ages and how its understanding has developed, especially as the presumption is that social and emotional attributes are a type of intelligence. Following this, the second section looks closely at the notion of emotions from its semantic origin and the philosophers who saw them as meaningful to the role that they play within a social context. The third part of this review explores social and emotional intelligence and presents the rationale for linking them under one umbrella as they seem to be interconnected. The fourth and last part of this review looks into Early Years education. After an overall view of the way in which this type of education is delivered, a review of the current empirical evidence that includes social and emotional learning within the provision for such programmes is presented.

The main method applied to retrieve information from internet sources, books, journals and relevant reports has been the berrypicking method (Bates 1989). This method allows for a more organic way of gathering information where the terminology and search queries "are not static but rather evolve" (Bates 1989, p. 421). Applying this to my literature gathering has been relevant and important as the process of completing this doctorate has taken many years and during that time, especially online, a wealth of new information is available almost weekly and therefore, it would be impossible to present here the many searches, findings and sources found. Furthermore, as my project has developed, new information has sparked new searches and ideas, so it can be said that this has been a document in progress from the first day of my doctorate to almost the last one.

In order to retrieve information, I used a series of techniques such as author searches, terminology search and specific source searches. Additionally, as my doctorate evolved so did the information I gathered. For instance, at the beginning of this journey I searched generic terms such as "emotions" and "intelligence" to gain an overall view. Then I focused on more specific searches such as "emotional intelligence" and "teacher training" (See Table 1). Tables 1 and 2 show examples of the type of terminology search undertaken and the platforms/ sources used.

Example of Terminology search:

Primary Term		Secondary Term
Emotional intelligence and Social intelligence and Socio-emotional and Socio-emotional and Socio-emotional intelligence and Socio-emotional learning	and	Education Training Learning Developing empathy
Intelligence		Developing Knowledge Learning
Emotions		Feelings Learning Developing
Wisdom		Knowledge
Social interactions		Social learning Social development
Early Years training and Early Years education and Teacher training		Emotional intelligence Social intelligence Socio-emotional intelligence
Higher Education		Socio-emotional development Socio-emotional learning
Foundation Degrees		Training Qualification Professional development Reflection
Thematic analysis		Qualitative research

Table 1:   Terminology Search

Examples of sources sought for all terms:

Bournemouth University Library	Online Platforms
Books	Academic Search Premier
Thesis	BLACKWELL SYNERGY
Reports	British Education
Journals	BU Mysearch tab
	Ebrary
	Ebsco
	EBSCO EJS
	Emerald insight
	ERIC Education research
	Google scholar
	Government initiatives
	Government policy
	HEA - Higher Education Academy
	Ingenta
	PsychArticles
	PsychINFO
	Sage Journals Online
	Science Direct
	SEL
	Web of knowledge
	Scopus
	Web pages linked to the subject (Authors and themes)

Table 2:   Sources Used

Regarding authors, the main theorists that have explored social and emotional intelligence such as Salovey and Meyer (1990), Goleman (1996, 2007) and Bar-On (2005) have been included. It was important to go to the main source at this time, so there are many books in this chapter. It was also important to investigate those authors looking at the subjects of this study. To do so, government reports as well as more up to date peer reviewed journal articles that explored the application of social and emotional intelligence in teacher training have been included.

The number of sources, especially covering the more generic wording of this thesis, was so vast that here again the berrypicking method (Bates 1989) was applied and those sources that were relevant and applicable to this project were chosen. I specifically chose those that I felt at the time would bring something concrete to the body of knowledge being investigated. For instance, although I have read a large quantity of literature, I have chosen to include the sources that I consider to be relevant and which will inform my project.

I have included sources that allow for a holistic and robust understanding to develop a sound theoretical perspective. The reason for doing so is that learning about core concepts and how they have developed over time, reinforces people's understanding; using sources from a variety of fields helps to gain a more holistic way of viewing things.

There are many ideas and sources that have been purposefully been omitted in this work, because although these may discuss some of the topics within this project, they do not bring anything extra and would deviate me from the focus of this project.

Examples of Exclusions:

- Management and business sources for socio-emotional intelligence
- Development of socio-emotional intelligence in children and adolescents
- Quantitative research
- Medical sources apart from an overview of neuropsychology
- Most non-English publications
- Dated sources apart from theoretical underpinning or philosophy
- Some nursing and social work sources
- Language acquisition

For instance, social and emotional intelligence have not been investigated within management and business as it has an emphasis on goal achievement, profitability and other areas which did not fit within the aims of this doctoral thesis. For a time, I looked at cognitive development within the context of language acquisition, as I was interested in our ability to describe emotions. During other periods, I became interested in poetic enquiry, art therapy and many other very interesting topics that although may have enriched my experience, are not relevant to the objectives of this doctorate and have therefore been archived for now. Consequently, the literature review I present below is the gathering of those sources that I felt would bring something to the rationale of this thesis. Nevertheless, I am aware that everything that I have read has informed my thinking and has therefore influenced the way in which I see and present things.

2.2 Intelligence

The word intelligence comes from the Latin intelligere which means to comprehend. From the late 14th century intelligence meant: "faculty of understanding" (Harper

2011). It has been defined by many different theorists from many different fields taking into account their interests and understanding. This part of the literature considered the historical context in which they were developed. Furthermore, it explores how contemporary scholars have divided intelligence to try to explain its different characteristics and perhaps in the same way as previous theories, to make the definition fit with their own ideologies and the environment in which these have been fostered.

2.2.1 Defining intelligence

From the very start of this research, it has been difficult to find a general or universal definition of intelligence. According to Groth-Marnat (1997) and Ford (2004) there is uncertainty in the way intelligence has been defined. It depends on the body of study, the philosophical view, political and social agendas amongst other issues. Bartholomew (2004) agrees with this when he questions who the experts are and categorises their responses based on their interests.

In Bartholomew's (2004) view, psychologists would be interested in behaviour, whilst sociologists in development, for example. This is further asserted by Pfeifer and Scheier (1999) who state that there is no common settlement on what intelligence means. In fact, defining intelligence depends on what people find stimulating. This is something I found repeatedly when searching the literature. Nevertheless, unless there is clarity about the meaning of intelligence, it may not be possible to analyse it fully. Consequently, it is important to look at the different theoretical arguments to develop a deeper understanding (Pfeifer and Scheier 1999).

Weshler (1958, p. 7) defined intelligence as:

> "The aggregate of global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment."

Whilst psychologist and psychometrist Sternberg (1988), the developer of the Sternberg test of mental ability (STOMA), calls his definition of intelligence the Triarchic theory of successful intelligence and defines it as:

> "the skills in achieving whatever it is you want to attain in your life within your sociocultural context, by capitalising on your strengths and compensating for, or correcting, your weaknesses" (Sternberg 2010).

Both definitions acknowledge the individual and varied nature of intelligence. Concurring with this, Pfeifer and Scheier (1999) state that a simple organism that merely displays the same behaviour is not intelligent, therefore the ability to change, grow or adapt could be argued to be indicators of intelligence.

Educationalists Robinson and Aronica (2009) argue that western cultures have traditionally seen intelligence as a cognitive ability to complete tests, apply logic and attain knowledge. They quote philosophers such as Plato, Aristotle or Descartes who famously said "I think therefore I am', amongst others, as generators of this ideology. For instance, Cianciolo and Sternberg (2004) state that Plato, who saw a man's true nature as rational, compared intelligence to wax blocks, all different in size, purity, thickness or wetness.

This could be argued to be the basis for a contemporary view of intelligence as varied and malleable like that presented by Robinson and Aronica (2009). However, Plato's assertion refers to the pureness of the mind. If the wax is pure and deep, the mind will learn easily, however, if it is too soft or too hard, the mind will have a defect and learning will not take place as easily. This is an interesting and contradictory view, especially considering that Plato believed that the body and soul were separate entities and reason came from the soul, thus being immaterial (Plucker 2003).

Aristotle (ca 350BC), who is sometimes seen as the father of psychology (Plucker 2003), saw intelligence as theoretical, practical, and productive (Aristotle ca350 BC; Tigner and Tigner 2000). These types of views of intelligence, state Robinson and Aronica (2009), see these (theoretical, practical and productive) as superior to emotions and feelings, which historically has been the classical view of intelligence.

What is more, the need to complete tests and apply logic subtly implies that what really matters is the ability to present intelligence in a quantifiable way through words or mathematical expression. This leads us to the psychometric approach using a quantifiable IQ (intelligence quotient) test to measure intelligence. According to Neisser et al. (1996), French psychologist Binet devised the first test to measure intelligence at the beginning of the 19th century. Since then there have been many more tests developed to measure intelligence (Cianciolo and Sternberg 2004).

However, there have been a lot of disagreements about the usefulness and accuracy of IQ testing. For example, Russian psychologist Vygotsky (1978) argued that traditional summative intelligence tests are static and ignore what he called the zone of proximal development (ZPD), which is the space between what a child can do on his own and what he can do with the support from a more knowledgeable other, thus demonstrating their potential.

Psychologists Gardner (2000) and Ceci (1990) do not agree with measuring intelligence and argue that to score intelligence in a quantitative way fails to acknowledge the importance of other mental abilities, which would converge with their own theories of intelligence as a multiple capacity. Carrol (1993) and Jensen (1998) argue that whilst measuring intelligence might not be accurate in certain situations, some of these scores do predict certain forms of achievement. For example, school exams or entrance exams to grammar schools (Hutchings 2015).

Pert (1997, p. 21) asserts that "measurement is the very foundation of the modern scientific method." According to him, unless things can be measured, science will not accept them as real. I disagree with this view that only measurable information can be scientific, as there is a wealth of qualitative unquantifiable data which is real even if it cannot be measured. For example, feelings and emotions are real but their strength cannot necessarily be measured in a quantifiable manner.

Robinson and Aronica (2009) see Perth's view as inescapable and unfortunate as it restricts people from having opportunities such as a good education and opportunities being limited by a quantifiable number. An example of this is restricting and standardised examinations such as the SATs, GCSEs or the IQ test. These types of tests do not account for diverse groups of students that are not academically minded, have cultural differences or have additional needs, such as dyslexia, but excel in other areas of their lives (Ford 2004).

Nevertheless, Bartholomew (2004) explains that it is society that shapes individuals as it gives them roles. Therefore, he argues that intelligence must be quantitative as people refer to it on those terms. He acknowledges that some theorists say that it is futile to try to measure intelligence as to them, it is immeasurable. Bartholomew (2004) disagrees with this view but does not seem to present a strong argument to the contrary, other than the point mentioned above.

The view of intelligence as immeasurable is shared by Robinson and Aronica (2009) and Gottfredson (2011), who argue that intelligence is as varied in humans as weight and height which although quantifiable, cannot be calibrated as to what is the optimum level. This implicitly demonstrates that intelligence is varied and perhaps impossible to gauge taking into account measurements or tests.

Furthermore, this approach also considers that standardising what constitutes intelligence might prove quite challenging; especially taking into account that having knowledge or a good memory should no longer be markers of what it means to be intelligent. Concurring with this, Ford (2004, p. 38) asserts that these may have been considered signs of being intelligent due to "assumptions, misassumptions, perceptions, and misperceptions about the origins of intelligence."

Another approach to studying intelligence that is relevant to Early Years education is that of developmental progression. This has historically been linked to psychologist Piaget (1963) who was interested in commonalities in order to develop a theory. After devising and carrying out tests, some with his own children, he divided cognitive development into stages that children had to go through by assimilating information into existing cognitive structures; and accommodating the structures into the new information in order to progress.

Piaget's theories have influenced psychology and education, for example children in the UK are still divided in ages and stages of development within some nursery settings and even within the classroom. However, many of his findings have been questioned and it is now broadly accepted that the gaps between his stages are too wide. Rogoff (2006) asserts that scholars in the early 1970's began to challenge Piaget's views when replicating his experiments with different children in different cultures and using tools that were more familiar to these children. What they noted was that children from different cultures would perform at different levels depending on their environment, relationships and exposure to situations.

For example, Zambian children were asked to reproduce patterns with a familiar medium to their culture which was a strip of wire, and with one that was not familiar to them, in this case, paper and pencil. All the children performed to a higher level with the medium familiar to them (Rogoff 2006). Piaget (1963) also neglected to consider the influence that culture, social status or parenting can have on the

outcomes of his tests. Nevertheless, his contribution to how children develop, and instigating an awareness of ages and stages, as well as the way in which the thought process is developed through constructing ideas by assimilation and accommodation, are both valid and currently used as a basis by many working with children in the UK.

Another theorist who looked at development and learning was Vygotsky (1978). Perhaps influenced by his environment and ideology, as he lived in Russia during the era of communist rule, he gave great importance to social learning and argued that:

> "human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them" (Vygotsky 1978, p.88).

What is more, he also gave language a vital importance in the role of developing intelligence. To him:

> "the most significant moment in the course of intellectual development and abstract intelligence, occurs when speech and practical activity… converge" (Vygotsky 1978 p. 24).

Rogoff (2006), whilst based on Vygotsky's proposition and considering herself a Neo Vygotskyan, has studied the importance of culture and context for intelligence. For example, Rogoff (2006, p. 250) describes how the:

> "Ifalik of the western Pacific regard intelligence as not only having the knowledge of good social behaviour, but also performing it"

Whereas the Mayan Indians of Mexico believe that intelligence is about, "boys' and young men's virtuosity in highly structured, improvisational verbal duelling" (Rogoff 2006, p. 251), and middle class Europeans value technical intelligence.

Concurring with this, Cianciolo and Sternberg (2004) talk about the importance of taking culture into consideration within the anthropological view of intelligence. Until the end of the 19th century, the general view in western cultures was that just as living things evolved, intelligence also evolved thus, Europe with all its technological, scientific and artistic advances, was the peak of intelligence compared with what they saw as more primitive cultures. According to Cianciolo and Sternberg (2004), this view was first challenged by anthropologist Boas (1938) who renounced the idea of comparing different cultures as they were incomparable,

being too different. And from then, the concept of intelligence was reviewed by some, accounting for culture as a central constituent.

Berry (1974) a cultural relativist who explored the idea that cognitive abilities are specific to each culture, has, whilst acknowledging certain commonalities within general intelligence, argued that there are specific characteristics of intelligence that develop due to specific environmental stimuli, hence the vital place of culture. Concurring with this, Nisbett (2004) argues that the different views of intelligence from different cultures are related to the way in which intelligence is understood and its usage. For instance, according to Nisbett (2004), in western countries the cognitive abilities such as 'being good at maths' or writing can be regarded as important. In a difference of emphasis, Eastern cultures see intelligence as a way of playing their social roles effectively, for example by respecting elders or treating each gender in a specific way (Nisbett 2004).

Furthermore, Nisbett (2004, p. 130) asserts that "there are indeed dramatic differences in the nature of Asian and European thought processes." According to him, even though the cognitive processes of everyone are the same, the fact that different cultures have different approaches and understandings of intelligence is because of the different ways in which they learn and explore their world, as well as how they are taught about it.

In an experiment, Nisbett (2004), after only a few sessions of teaching new rules for thinking to a group of students, was able to change the thinking habits of the people in his study. He concluded that if this was possible after a short exposure to different thought processes, it seemed plausible that the differences between cultures in the way people think were due to a lifetime of social practices and an exposure to specific ideas and habits. This has been further evidenced and documented by Rogoff's (2006) work on the cultural aspects of human development.

What is more, Nisbett (2004) explored the idea that even socioeconomic status can affect the way in which people think. His rationale is that people from different backgrounds will use different languages and be exposed to different situations, thus have different outcomes. And for that reason, testing as it has been traditionally performed can present "cultural biases" (Nisbett 2004, p. 214).

Although cultural issues should not be generalised, it could be that apart from taking into account intelligence from a historical or cultural point of view, the socio-economic situations in which intelligence is being studied must be considered. This would confirm the need to be more open to ideas regarding intelligence and not be limited to notions linked with testing, and theories based on generalised, homogenous tests.

2.2.2 The many ways of categorising Intelligence

Aristotle (ca 350BC, Book VI, 2) who believed intellect was only possible in men and that choice could "not exist either without reason and intellect or without a moral state", defined intelligence based on its aim and divided it into three areas:

- Theoretical or scientific: Knowing that which is eternal
- Practical wisdom: Doing the right thing for the right purpose
- Productive: Making or creating something tangible

Moreover, according to Cianciolo and Sternberg (2004) the 18th century German philosopher Kant's view of intelligence was that people varied on the degree of intelligence they had and that perhaps there were different types of intelligence. For instance, Kant referred to pure reason, practical reason and judgement (Kant 1781, 1788, 1790). Both Aristotle's and Kant's views of categorising intelligence would fit well in the context of contemporary theories related to intelligence and seem ahead of their time in accounting for the way in which intelligence was studied. Regardless, up until the early part of the 20th century, these did not influence theorists in a major way.

Regarding diversity within intelligence, Bartholomew (2004, p. 74) asserts that:
> "the attempt to liberate thinking in this field from the straightjacket imposed by the psychometric approach has taken many forms."

For instance, Khalfa (1994) divides intelligence into intelligence of creating knowledge which would include people such as Darwin or Einstein; and intelligence of knowing how, encompassing a more practical approach.

Sternberg (1988) divides intelligence into three categories:
- Analytical ability such as being able to complete mental tests
- Creative intelligence such as being able to compose a song

- Practical intelligence such as being able to build a chair

He sees these three types of intelligence linked by the way thinking is demonstrated in a novel way rather than a familiar way. Lucas and Claxton (2010) argue that whilst Sternberg's view of intelligence considers the capability for expansion, he does not explore how to do so. What is more, Tigner and Tigner (2000) argue that Sternberg's idea offers striking similarities to Aristotle's triarchic theory presented before. However, Tigner and Tigner (2000, p. 175) state that although overlapping, both have been developed:

> "from responsible though strikingly diverse empirical and philosophical modes of analysis and conducted under highly disparate historical circumstances'"

As they are "mutually supportive" they should be looked at "in ways that cannot be dismissed as insignificant or merely coincidental" (Tigner and Tigner 2000, p. 175).

Another theorist that has divided intelligence and compartmentalised different areas is Gardner (2000). He argues that intelligences are neural potentials that could be activated depending on many external factors. Gardner (2000) developed the multiple intelligences theory after working with stroke survivors and seeing how individuals could have certain areas of their brain impaired and still function independently and effectively in other areas.

Gardner (1983) originally divided intelligence into seven capacities as follows:
- Linguistic, for example being able to write poems
- Logical-mathematical, for example being good at making calculations
- Musical, for example being able to sing in tune
- Bodily-kinaesthetic, for example being able to dance
- Spatial, for example being able to gauge where things should go
- Interpersonal, for example being able to know oneself
- Intrapersonal, for example, having charisma and charm, and being able to make friends

Later Gardner (2000) defined a further three:
- Naturalistic, which are those individuals having an affinity to the environment, fauna and flora

- Existential, which is related to the ability to critically analyse major philosophical questions
- Moral which would relate to ethics and the value of life

Nevertheless, Gardner (2000) argues that his definitions are not the last word; he might redefine them or find more types as he further studies the subject, especially taking into account cross cultural references. His view explicitly demonstrates how difficult it is to understand a subject that due to such rapid changes is evolving all the time. An interesting point to consider regarding Gardner's definitions is that of Lucas and Claxton (2010). They argue that whilst Gardner has broadened the view of intelligence, he has failed to clarify if these types could be learned. I would argue that Gardner (1983) does state that these can be developed given the right environment and support.

Lucas and Claxton (2010) who do state that intelligence can be learned, argue that it has the following ingredients:
- Composite, as there are various ingredients needed to be intelligent
- Expandable, as it can grow
- Practical, as people can apply it
- Intuitive, as there are things that our brain perceives without conscious reflection
- Distributed, as we use it for different things
- Social, as we learn from each other
- Strategic, which is the conscious and methodical approaches we might take
- Ethical, an appreciation of moral action or what to do for the best

Their view of intelligence, rather than constricting and compartmentalised, shows how being intelligent may take many forms and therefore seems less restrictive and prescriptive than others as it provides different facets.

Agreeing with the notion of intelligence as multidimensional, Pfeifer and Scheier (1999) view intelligence as gradual, "multifaceted and not restricted to one characteristic" (1999, p. 13). What is more, Robinson and Aronica (2009) who see intelligence and creativity as intimately linked, also share this view. They criticise the traditional view that intelligence is something that people are born with in a quantifiable and fixed way as mentioned previously. Furthermore, they argue that

rather than finding a definition of intelligence, what is important is how people are intelligent and the features attributed to being so, which would concur with Lucas and Claxton's view.

Robinson and Aronica (2009) present three features of intelligence, these are:

- Diversity, as it comes in many forms. For example, some individuals are excellent musicians whilst others are compelling students
- Dynamism, as it is interactive. Which means it is influenced by an individual's experiences, environment and even other people
- Distinctiveness, as every person's intelligence is unique to them. For example, people might see Einstein as a very intelligent figure in the field of science as they may see Picasso as a genius painter - both seen as clever in their field, yet so different in the way in which they demonstrated it.

Robinson and Aronica (2009), compare this latter feature to a fingerprint, unique to every individual. Their view is perhaps a simpler model than Lucas and Claxton's (2010), but basically covering the same type of ideas.

Moreover, Robinson and Aronica (2009), acknowledge that there may be hundreds of different forms of intelligences and that each person uses them in completely diverse ways. That is why, they state, it is so important to rethink the traditional view of intelligence, especially since what might be needed from intelligence in the future will undoubtedly be different due to unprecedented changes within the world. This notion is something that is already evidenced if one looks at the advances mankind has made through history. Gottfredson (2011) shares this view as she sees the evolution of intelligence as driven by a need to overcome new threats linked to innovation.

Lucas and Claxton (2010) seem to agree with this view as they see intelligence as something that involves a variety of abilities and as something that can be learned. They argue that whilst genetic make-up does influence intelligence, it does not determine or limit it. A study by Plomin and Price (2001) found that whilst there are genes which are strongly associated with measuring intelligence, these genes only account for about 1% of the variations of intelligence as all genes can be strongly influenced by experience or other influences. More recent studies such as Ho's (2013, p. 67) have found that:

> "genome-wide scans using state-of-the art technologies on extensive databases have failed to find a single gene for intelligence."

Conversely, Ho (2013, p. 68) notes that there is "abundant evidence" of the role that external environmental influences have on intellectual capabilities. Concurring with this, Lucas and Claxton (2010) argue that what is important is to look at how these genes are being influenced and changed by the biochemical environment.

However, this could be challenged by taking into account people born with certain conditions which do affect the brain's capacity. Still, the fact that the brain of those individuals may not function to its optimum level in certain areas, may not mean their intelligence is limited. What is more, Lucas and Claxton (2010) state that experience influences how and when genes are going to be expressed. For example, children who are labelled as dumb, or who have not been supported to have high expectations could be limited by their environment to expand the capacity of their own intelligence.

2.2.3 Concluding thoughts on intelligence

Overall, there are many definitions and ideas about intelligence as a single concept or a multitude of characteristics. Educationalists and social constructivists are concerned with the environment and how learning develops with the appropriate support; scientists are concerned with measurements and biologists with the anatomy of thought, whilst philosophers may be more interested in definitions. All of these contributions, large or small, have had an influence in the way in which we now view intelligence. Whichever view is taken into account, it is clear that even though our genetic make-up may influence in a small part the way in which we are intelligent, what matters is the potential we all have to do so, taking into account that this can be changed, developed or learned depending on the environment, cultural expectations, emotions and experiences.

Therefore, intelligence to me, is a multidimensional and unquantifiable capacity influenced by our environment and unique to each of us, where the brain makes effective connections to apply them within the right context, for the appropriate purpose, taking into account our socio-cultural and historical values. Thus, all the contributions, past and present, are intertwined, valid and interdependent, to develop an understanding of intelligence within the contemporary context. Still, it seems that our understanding is very limited and there needs to be more research,

in all of these areas, to continue to understand the very important theory of intelligence and thought within a multidisciplinary focus.

2.2.4   Reflection on intelligence

Intelligence is the ability to process information within the brain and to apply it in the right context. But the definition of intelligence might be difficult to ascertain because it depends on the context. What might be considered intelligent in some cultures may not be in others. What was considered intelligent in a point in history may not be what is considered to be intelligent now. Furthermore, depending on the field in which intelligence is being studied, the definition might be different.

However, more recently and perhaps influenced by Gardner's theory of multiple intelligences, there has been a widening of people's understanding of what intelligence might be. For example, someone who cannot do maths but is a gifted musician; or a very able speaker that cannot write effectively, could be seen as intelligent as they are have a talent and are able to demonstrate it and apply it might be a display of intelligence.

The following section explores the concept of emotions taking into account relevant literature.

2.3   Emotions

The word emotion comes from the Latin word emovere, which means to stir up or agitate. It seems that it was used in French as far as the 12th century, with the meaning we understand today (Harper 2011). According to Statt (1998, p.46) emotion is a "complex state…of physical changes, marked by strong feelings and accompanied by a behavioural impulse." Furthermore, Ortony et al. (1990, p. 3), who argue that all emotions are subjective and have a degree of cognitive function, assert that emotions "color, deepen and enrich human experience" as they have a multitude of facets that can be represented in several ways. However, they argue that emotions can also have a negative and sometimes catastrophic effect, when they disrupt "judgement and performance" (Ortony et al.1990, p. 3), for example, an individual who is unable to control their anger and then kills another person.

2.3.1 The study of emotions

Regarding the study of emotion, Malone (2009, p. 90) describes how third century philosophers, such as,

> "Plato believed that emotion must be controlled by reason and Aristotle advocated that emotion be moderated."

Malone (2009) goes further to assert that at the same time, Stoics, a group of thinkers who saw their philosophical ideology as a way of life (Baltzly 2010), believed that all emotions were evil and that to achieve perfection they must be eradicated (Malone 2009). This type of thought has had a profound influence on how certain groups, for example some orthodox religions, view certain emotions as sinful (Curran 2008).

Solomon (2004), who agrees that emotions as a philosophy have been studied for centuries by thinkers such as Aristotle, asserts that as a science the study of emotions is only recent, at least in the Anglo-American world. He suggests that until the middle of the 20th Century, emotions were perceived as a subjective and irrelevant topic for serious study by scholars. Furthermore, it was also considered that emotion had no cognitive content and was only the result of physiology and "dumb sensation" (Solomon 2004, p. 3).

An important contribution to the study of emotions, and one of the earliest, which influenced many contributors of its study from a scientific point of view, is the James – Lange theory (Ellsworth 1994; Darwin 1899). This theory, asserts that the actual expression of emotions comes after the physiological manifestations triggered by the nervous system. Basically, it asserts that people feel the need to become sad because they are crying, or to be scared because their heart rate has raised and their palms are sweaty. This view has been controversial and widely discredited by contemporary neuropsychologists studying the brain and its functions.

Conversely, Nesse and Ellsworth (2009) show how the study of emotions has not been seen by all in the ways that Solomon argued. They assert that Darwin believed that facial expressions and other behavioural repertoire are used to communicate the meaning of a situation, but most importantly as a medium for survival. Darwin (1899), who developed a detailed study of the expression of emotion in man and animals, believed that these expressions of emotions are initially learned by copying, but that they will eventually become innate because of

their survival value, thus being an evolutionary trait. Nesse and Ellsworth (2009) argue that Darwin's theory of evolution is ingrained in any contemporary theory of emotions, as it is clear that evolution is not an alternative view but the common denominator. By doing so, they also demonstrate how the study of emotions has not been neglected throughout history.

2.3.2 Emotions within the social context

Malone (2009) classified emotions as fundamental reactions and Nesse and Ellsworth (2009, p.129) define emotion as,

> "Modes of functioning, shaped by natural selection, that coordinate physiological, cognitive, motivational, behavioural and subjective responses in patterns that increase the ability to meet the adaptive challenges of situations that have recurred over evolutionary time."

Therefore, even though emotions are influenced by the environment and the culture surrounding an individual (Statt 1998), this may only influence some expression of emotion. Consequently, there are universal demonstrations of emotion which transpire in most cultures and have the same meaning, such as a smile to demonstrate happiness; this could be the product of an evolutionary need to fit in within a group (Rogoff 2006).

It would seem that emotions have a survival value but also intrinsically, from a socio-cultural point, a social value, for example, motivating behaviour in a certain way that may be seen as appropriate. Goleman (1996) argues that all emotions are social, as individuals are sharing what they are feeling for a common purpose, but also that those emotions might be triggered by the social environment, or an external influence. Concurring with this, Rogoff (2006) states that within her research into different cultures, she has observed how it seems to be universal that parents communicate emotionally with expressions, and this in turn, adjusts how the child responds. For instance, "mothers who display happy emotions, "infect" babies with happy moods" (Keating 1994; Rogoff 2006, p. 286).

Furthermore, De Leersnyder et al. (2010 p. 451), share the view that people from the same culture or those who live together in a group or as a couple "grow emotionally more alike." Their demonstrations of emotions are attuned and therefore are similar. For instance, Tiedens (2001) explains that in some western cultures, such as North America, where independence is valued more, expressions of anger or pride, which according to Kitayama et al. (2006) are disengaging, are

more common. Whereas, in Japan it is often felt that people demonstrate more openly harmony and guilt which according to Kitayama et al. (2006) demonstrate engaging emotions.

This is further asserted by Uchida et al. (2009) who found in their study of cultural variations in the expression of emotion, the same type of differences in the way Japanese and American groups demonstrate and understand emotions within different contexts. Although these findings are relevant, it is important to point out that even though these demonstrations of emotions may occur, cultures and societies are not homogenous and therefore views such as these should not be generalised to identify or single out different groups.

However, De Leersnyder et al. (2010) also acknowledge that emotional acculturation must be taken into account. According to this view, people who migrate to a different culture, will in time, assimilate some emotional responses and characteristics of their prevalent environment. It could be argued that this occurs in order to be accepted and to belong. Bruner (1997) asserted that through emotions, individuals embody culture. Therefore, social engagement or disengagement, and the role of culture must be taken into account when discussing emotions.

2.3.3   Behaviour and emotions

There is another view of emotions, which converges in part with the ideologies presented above, relating to what is acceptable in a group, and that is the behaviourist approach. According to this theory, all emotions are learned responses to an external stimulus (Skinner 1953); a cause and effect type of theory. Skinner (1953, p. 168) asserts that a demonstration of an emotion should not be confused with a "hypothetical state." This means that the predisposition to behave in a certain way and actually doing so, are different, and that people will demonstrate the actual behaviour when prompted. Up to this point, behaviourism could go alongside the theories that take into account social construct and culture.

However, behaviourists believe that they can train people to demonstrate or abstain from that emotional behaviour by using positive or negative reinforcement techniques accordingly (Iwata 2006). Behaviourists argue that culture does not need to be taken into account, but rather the values of what is acceptable or expected in a given scenario. Although these types of techniques are widely used

to train animals for a variety of purposes, they are also used in some instances within education to "train" children to do what they are 'meant to' by the current regime (Maag 2001). This may occur according to the relevant rules of the place and the situation, without considering children's life stories, culture or values (Vygotsky 1978).

Examples of this type of approach may be the ringing of bells at the end of a break to stop children from playing, or giving praise when a child has done something appropriate, such as sharing without getting angry. It might seem that this type of training should not be carried out for emotional control, however, this sometimes does happen implicitly, such as when a boy is told not to cry as it is 'something that boys do not do', or when children are told that if they behave appropriately, they will get a reward (Keller 2009). Even in adult education these types of views and 'trainable' behaviours do not take into account the internal physiological reactions that could affect someone, or that could discriminate against the system of values that govern personal experience, culture and beliefs (Mezirow 1981).

2.3.4 The biology of emotions

Kataria (2011) argues that body and mind are intrinsically linked. Thus, whatever happens to the body will affect the mind and vice versa. This could explain how emotions influence various components within the body and cognition "to create an organised response to adaptive challenges of a given situation" (Nesse and Ellsworth 2009, p. 130). That is why, when someone feels nervous their hands become sweaty, they shake and their heart rate rises. It might be that the situation triggers these deep-rooted responses to alert our brain that we might be in danger. This would concur with Malone's (2009, p. 379) view of emotions where "perceptions affect the whole body, and that effect is part of our normal experience."

A study conducted by Hitzig (2002) interested in longevity and observing the characteristics of healthy participants over fifty years old, concluded that more than their biological characteristics, the common denominator to all of them was the way in which they behaved and their attitudes towards life. According to Hitzig (2002), every thought instigates an emotion and every emotion in turn produces a hormone. Those hormones will then have an impact on every cell within the body. For instance, a positive outlook will increase the levels of serotonin, the hormone which in turn would make individuals feel happier and relaxed.

In contrast, a negative way of thinking or a bad experience would increase the levels of cortisol, the hormone which is released into the blood when individuals are stressed. In high quantities or over prolonged periods of exposure, cortisol can weaken the immune system and even decrease bone formation (Hitzig 2002). Furthermore, this should not only be taken into account when talking about adults. Allowing babies to cry for long periods of time has been shown to increase cortisol to harmful levels. This will then affect their ability to self-regulate, socialise and could even damage their brain cells (Charney 2004; Faris and McCarroll 2010; Douglas and Hill 2011).

Regarding the idea of masking an emotion, according to DePaulo et al. (1996) it seems that it is quite common for people to suppress their emotions. Still, whilst the demonstration of that emotion might have changed, the actual emotion will possibly still be there, and even though there may be potential social advantages to suppressing an emotion, such as being able to fit in, there is evidence which shows that suppressing emotions can cause negative cognitive consequences, for instance by impairing memory and physically in the long term by exacerbating bodily functions (Richards and Gross 1999).

Within this perspective, it has been considered how masking emotions might trigger someone to become stressed or develop anxiety, thus showing other physical symptoms such as headaches, mood disorders, stomach problems, muscle tension and many others that would impair health and wellbeing. This is particularly important as stress is one of the main catalysts of many modern illnesses (Kataria 2011). For instance, Selye (1976) and Cousins (2005) explain how adrenal exhaustion, which makes people more susceptible to certain illnesses, could be caused by emotional stress. This explains how not expressing these emotions can have a negative effect on the chemistry of the body.

Further, a comprehensive study carried out by Gross (2015), found that suppressing emotions can lead to, amongst other things, less positive experiences of emotion, memory problems, a dislike of social interactions and even place a person at higher risk of cardiovascular disease, although it is not yet clear "what mechanisms underlie these diverse consequences" (Gross 2015, p. 19).

Goleman (1996) proposes that emotions should not be suppressed but rather controlled and channelled in a way that can be positive, and instead of stalling us, be treated as catalysts to improve our lives. This attitude should be applied to all types of emotions and not just to what we would perceive as positive emotions. By doing so, emotions such as anger, sadness or despair, which historically have been seen as negative and in some cases socially unacceptable, would not take on that connotation. They ought to be seen as a natural and healthy way of relieving, for example, upsetting situations. Why should we not cry when we are grieving or be upset when someone hurts us?

This view has been widely accepted within the last decade and has been the seed for new theories such as emotional intelligence or positive psychology which view the wellbeing of our emotional life as integral to our overall health (Seligman 2011). Furthermore, expressing positive emotions is good for our health according to Kataria (2011), who developed the yoga laughter method, based on solid scientific evidence that shows that when people laugh, their nervous, pulmonary and circulatory systems are stimulated, and this may lead to the reduction of cardiovascular problems, for instance.

Laughter has been found to be one of the simplest and safest ways to decrease stress. It also increases immunoglobulin, which is a protein that guards from infections. Additionally, laughter increases a type of white cell which may protect from tumours (Kataria 2011). This has been demonstrated by Dr Patch Adams (Adams and Mylander 1998), whose work centres around the ideology that laughter, joy and creativity are vital in healing and wellbeing. His work was documented in the film *Patch Adams* (1998) and gave the therapeutic advantages of positive emotions, a wider audience.

Such positive influence of emotions in the body is even mentioned in the old testament, where Proverbs 17:22 states "Animus gaudens aetatem floridam facit: spiritus tristis exsiccat ossa" which means that a heart that is happy is a good medicine but a sad spirit dries the bones. Therefore, it is evident that the view of emotions, having an impact on our health, is not a new or revolutionary idea, however, it is one that perhaps had been forgotten and it is slowly beginning to be prominent again, due to its validity.

2.3.5 Concluding thoughts on emotions

Overall, it seems that emotions are an integral part of humanness which are both inherited and learned. They are the colour palette that can enrich and fulfil our lives as well as make it difficult to live, depending on the way in which we approach them, understand them and express them. They can affect our mental and physical health and have an effect on the way in which we behave towards others. Being able to understand those emotions, channel them and share them in the appropriate way considering our culture, personal story and beliefs, seems to be an effective recipe for overall wellness. Still, it is important to take into account the social construct in which these emotions are learned and demonstrated in order to have a positive impact.

2.3.6 Emerging thoughts on understanding of emotions

Emotions are sensations we have based on an idea, a thought or a situation. They happen because of that stimulus. However, emotions have a physical reaction which can come without notice. We cry because we are sad, we laugh because we find something funny. These cannot be planned; it is impossible to know how something will make us feel until we are in that situation. We can imagine how they feel based on our own history and experiences and the cues that other people give us when something happens. Therefore, we can have an emotion without actually having the experience. For example, when we are nervous before a presentation or sad watching a tragedy on the TV.

We may be able to also predict how someone will react, based on previous reactions within a similar situation. As emotions are so intimate to each person and their life history, it depends on the age, the situation, the mood, the state of mind how someone will react. It also depends on the relationship the other person has with you. Sometimes people can hide their emotions if they are with someone they do not feel comfortable with. Nevertheless, even though the main emotion might not be present, there will be tell-tale signs that will indicate how someone really feels. It could be a nervous laugh, a shaky hand or lack of eye contact.

Some people think that not showing our emotion can be unhealthy. There is evidence that being happy and in a good mood, being in a positive frame of mind, can help people feel better and heal sooner as I found within this chapter. To me, emotions are important as they make life richer. They allow us to connect to other

people, give us a sense of meaning in life, a reason to develop relationships and enrich our lives. They give us reasons to try our hardest and to commit to things.

As we live around other people, we must regulate our emotions to be able to "fit in" with our community. Still, emotions are universal to all humans regardless of our culture. When we are happy we all laugh, when we are sad we also show it on our face by curling our lips down. How much and to what level, I guess depends on where we come from, who we are, and the expectations people may have of us and the situation we might be in. But all of this, I think is based on our cultural environment and understanding of what is acceptable.

2.4   Social and emotional intelligence

This part of the review tackles the subject of social intelligence and emotional intelligence. In order to do so, both are defined and explored to determine if there is a rationale to join both concepts into a single unit, considering the intimate relationship between them.

2.4.1   Emotional intelligence

Emotional intelligence was first proposed as a new intelligence and defined by Salovey and Mayer (1990, p. 185) as,

> "a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and others"

It was also seen as a measurable mental ability (Mayer et al. 2016). Similarly, Goleman (1996) explains that emotional intelligence is an individual's ability to understand and manage their own emotions and relationships as well as those of others. Whilst Brackett et al. (2004 p. 1389) assert that it is the:

> "Ability to perceive and accurately express emotion, to use emotion to facilitate thought, to understand emotions, and to manage emotions for emotional growth."

According to Matthews et al. (2003, p. 17) emotional intelligence was first received with some scepticism by scholars including themselves, who saw it as a "creation of the popular self-help movement dressed up with some psychology terminology." Nevertheless, after finding out that there was sound research being carried out, Matthews et al. (2003) conceded that perhaps it was an area that psychology had inertly acknowledged but not purposefully considered. Furthermore, it was

acknowledged that its study had flourished in modern times, as people became more interested in the link between cognitive abilities and healthy emotions.

This view is further substantiated by Goleman (1996) who states that in the latter part of the 20th century, as psychologists began to recognise the role of feeling on thinking, the topics of both emotional intelligence and social intelligence regained relevancy (Goleman 1996). Solomon (2004) agrees with this, and asserts that the study of emotions within contemporary philosophy is now mainstream. However, unlike Goleman (1996) who calls it a new science, Solomon (2004) believes it to be a revived discipline and Joseph and Laksmi (2010) go as far as to say it is a key to success.

Matthews et al. (2003), who acknowledge that approaches to emotional intelligence could be seen as a new science, argue that its popularity may be due to the fact that it appeals to everyone. It can be learned and does not refer to social class; as opposed to general intelligence (IQ) which has historically been elitist. For example, Matthews et al. (2003) mention The Bell Curve, a work by Herrnstein and Murray (1994), where it is stated that IQ is directly linked to one's socio-economic background, implying that people from privileged backgrounds inherit higher intelligence than those from deprived backgrounds.

This theory has been heavily criticized by experts in many fields and some of these critiques have been summarised by Jacoby et al. (1995). However, although controversial, views such as this that propagate segregation could be further fuelled by headlines of selective practices in elite schools and universities as seen in the news in recent years (Berg 2011). It transpired that as late as 2011 both Oxford and Cambridge University were mostly recruiting pupils from certain schools, which in turn were either selective or independent schools (The Sutton trust 2011).

Whilst researchers using the idea of emotional intelligence try to marry intellect and emotion in an attempt to make sense of the way in which people behave (Goleman 1996), there still seems to be a divide concerning understanding of the interconnectivity of intellect and emotions, when, amongst other things, dealing with decisions.

Goleman (1996) sees emotional intelligence as an umbrella term where social intelligence is a facet, albeit intertwined. Goleman (1996) divides emotional intelligence into:

- Self-awareness: To know our own emotions
- Self-regulation: To control our emotions
- Social skill: To manage relationships
- Empathy: To consider others
- Motivation: Drive to achieve

Within these areas, Goleman (1996) appears to be quite conservative in the way he presents the terms in order to make them fit within the realms of intelligence; he uses words such as considering, knowing or controlling. However, reading further from his theory, other terms such as sensing, inspiring, being comfortable with new ideas, or a "strong sense of self-worth" (Goleman 1996, p. 26) surface. These do not have cognitive characteristics but rather a more holistic view of characteristics.

I do not subscribe to the idea that Goleman presents in some parts regarding the need to control emotions. In fact, this is a contradiction to his claim in the same book, where he suggests emotions should be managed and channelled rather than controlled. Perhaps a more suitable word is 'managing' as it does not denote a negative perception, for example with regards to emotions such as anger or sadness. Such emotions may not be considered as 'negative' if expressed and managed effectively, and in the emotion chapter, I have discussed the importance of being able to express these emotions, for example on health grounds.

Emotional intelligence is considered a recent term; Goleman calls it a new science, which is 'ironic' since social intelligence has been presented by Goleman (2007) in his latest book as a newer science. It is widely accepted that the enquiry into emotions, their meaning and roots, is something that has been studied for thousands of years, as presented in the emotions chapter of this review.

2.4.2 Social intelligence

There are various definitions of social intelligence but most academics agree that the first scholar to define it was Thorndike (1920). According to him, social intelligence (social quotient – intelligence) could be seen as the ability to understand and manage other people. Nevertheless, in the 1940's Wechsler

(1940), the developer of the IQ test, disregarded social intelligence as a type of intelligence. He saw it as part of general intelligence applied to social situations.

Cherniss (2000; 2010) notes that Wechsler's view influenced psychologists of the time, who were concerned by the 'cognitive revolution', and for at least the following twenty years, no one disputed Wechsler's ideas and social intelligence was neglected within the field of psychology. Despite this, Wechsler's view is now widely discredited since emerging psychological work has found that people with high levels of cognitive intelligence may not have high levels of social or emotional intelligence (Decety and Ickes 2009).

One way used to show that cognitive intelligence and social intelligence are not one and the same, is by exploring the abilities of autistic individuals (Goleman 2007). Some can demonstrate high levels of intellectual skills and cognitive understanding, but cannot engage in a meaningful conversation or demonstrate any kind of empathy for other people, thus showing very low levels of social intelligence (Ben Itzchak et al. 2008; Oberman et al. 2005).

It was Cantor and Kilstrom (1987), who redefined social intelligence as a personal understanding of the social world. Theirs and Thorndike's definition looked at social intelligence as a single concept. This appears to be one-dimensional and generalised, taking into account more recent definitions. For example, Gardner (2000) who introduced the concept of multiple intelligences saw social intelligence as a dual concept. He understood it as two types of intelligence: Interpersonal, being the ability to read other people's social cues; and intrapersonal, as the ability to understand our own emotions.

Gardner (2000) placed most of his emphasis on the cognitive elements of the personal intelligences, the cognitive abilities and the understanding required to successfully utilise these intellectual capacities. To Gardner, the importance lies in the thought process about the feeling rather than on the emotion that the feeling might instigate. Conversely, Goleman (2007, p. 83) argues that emotions enrich the mind and that as previously mentioned "all emotions are social." Therefore, it is important to look at non-cognitive attitudes when exploring social intelligence as being as important as intellectual abilities. Goleman believes that emotional intelligence and social intelligence intertwine. It therefore seems that Goleman

differed from Gardner on the subject of emotions and intelligence, whilst still agreeing with the idea that social intelligence and emotional intelligence are a dual concept.

Social intelligence has been divided into many different areas, depending on which theorist is taken into account. For example, Gardner (2000), as mentioned previously, understands intrapersonal intelligence and interpersonal intelligence as being two different areas of intelligence. Goleman (2007) divides social intelligence into social awareness and social facility.

Social Awareness (Sensing)	Social facility (Acting)
•**Primal empathy:** Feeling with others and understanding emotional cues •**Attunement:** Active listening •**Empathic accuracy:** Being able to read and decypher other people's feelings •**Social cognition:** knowing our social constructs and adapting to other social environments with ease	•**Synchrony:** Smooth interaction with others •**Self Presentation:** the way we present ourselves taking into account a given situation •**Influence:** Managing and impacting on social situations effectively •**Concern:** being moved by other people's issues and acting on it

Figure 2:   Adapted from Goleman (2007, p. 84)

As it can be seen in figure 2, the areas are further divided into more intrinsic branches. Some of these, such as primal empathy and synchrony, are unintentionally triggered by other people, but the responses they instigate are based upon a cognitive understanding of how to get along with people (Goleman 2007).

For example, when someone has an instant rapport with another person, the primal empathy is at play and this is a non-cognitive ability. Once these two people find things in common and synchronise their body language, communication skills and tone of voice, they are attuning to each other, again not based on cognitive skills. Often, Goleman (2007) argues, this happens without conscious intent, and therefore, this area of his theory does not concur with the idea of social skills being a type of intelligence.

However, Bandura (1977) would argue that social learning and modelling can imitate non-verbal behaviour and by doing so utilise a cognitive ability. This might converge with Goleman's idea that once people understand someone else's point of view, that is, when they can genuinely "feel" their pain or are able to express their concern for each other, there is a cognitive understanding of how to react (Goleman 2007). Nevertheless, the idea that feeling someone else's pain can be a cognitive capacity may not be plausible, because it is about a feeling and not the understanding of that feeling.

There seems to be much more than cognitive abilities at play. Within the areas of social intelligence, Goleman (2007) refers to certain attributes that guide our emotions and social interaction. For example, Goleman (2007) talks about rapport, also about having a gut feeling, which could be described as 'knowing without knowing' or as "the intelligence of the unconscious" (Gigerenzer 2007, p. 19). Additionally, Goleman (2007) makes reference to intuition, which is the ability to gain knowledge without reason, or what Noddings and Shore (1984) call awakening the inner eye. Clearly these are non-cognitive attributes; still Goleman embraces them within the umbrella of social intelligence.

Another model of social intelligence is that of Albrecht (2006). He developed a model to understand and implement social intelligence which he abbreviated to S.P.A.C.E. (see Figure 3).

Dimension	Skills
Situational awareness	The ability to study situations and analyse the social perspectives that control one's behaviour, and then wisely select the behavioural strategies that lead to success.
Presence	Also known as outlook. It is the external sense of one's self, as perceived by others.
Authenticity	Genuineness— one's honesty with oneself as well as others.
Clarity	The skill to communicate clearly using language and concepts effectively and the ability to convince others.
Empathy	The ability to understand and connect with others using their frame of references and being on the same wavelength.

Figure 3:   Adapted from Albreght (2006, p. 28)

This model is part of a profile he developed, that people can complete to assess their social intelligence. Even though it is quite thorough and seems to account for various areas within social intelligence somewhat similar to Goleman's, such as empathy, and presence, if taken as a measurement tool, its overall results could be seen as subjective to people's moods or the inability to have an insight into their behaviour. This is further argued by Ciompy (2003) who thinks that the affective state of a person will undoubtedly have an impact on the degree of a person's subjectivity. The model demonstrates that there are words that include non-cognitive abilities such as authenticity or presence within the realm of intelligence.

2.4.3 The social brain

In humans and all vertebrates, the brain is the centre of the nervous system. It controls actions such as movement, sleep and hunger. It also controls our way of thinking, learning and behaving. Dumbar (1998) states that there is scientific evidence which supports the idea that there are tangible connections between these activities and how the brain works.

Furthermore, Champagne (2010) notes that social interactions, especially early in life, can have an impact on neurodevelopmental outcomes, whilst Fries et al. (2005), argue that changes in neurotransmitters which are important for regulating social behaviour are linked to early experiences. Similarly, Balbernie (2001) explains that social interactions and repeated experiences could change the connections, shape, size and number of neurons. Through this Neuroplasticity, being heartbroken, extremely upset or deeply in love will change the way in which our brains are circuited.

Concurring with this view, Bar-On (2005), the developer of the social intelligence measurement tool, explains that research carried out by a variety of scientists investigating the neural circuitry that rules emotional and social responsiveness, is showing tangible evidence of physical activity in the brain when these areas are explored.

Another area where the brain has been found to influence our social interactions is the ability to connect effectively with other people. Oberman et al. (2007) suggest that people instinctively copy other people's emotions, expressions and other forms of behaviour. Rizzolatti and Craighero (2004) have shown through neurological

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experiments, that when people watch another person doing an action, for example laughing, their motor cortex becomes active even though they are not doing anything. Furthermore, Cattaneo and Rizzolatti (2009) have discovered that this is due to a class of neurons called "mirror neurons." These neurons emulate what other people do and seem to predict actions and emotions.

According to Rizzolatti and Craighero (2004), the ability to imitate others should be intrinsically linked to these mirror neurons. They claim that it is this type of neuron involved when someone is, for example, watching a television programme and cries with the heroine who is losing her partner. It is that kind of deep empathy that allows people to feel what others are feeling, even though they are not experiencing it. In an interview by Blakeslee (2006), Rizzolatti asserts that;

> "mirror neurons allows to grasp the mind of others, not through conceptual reasoning but through direct simulation, by feeling, not by thinking."

These are responses that happen without our awareness and are triggered by primal instincts within our brain circuitry.

In contrast, Hickok (2009), although accepting the existence of mirror neurons, claims that the function of these neurons has been generalised to explain imitation. Further, he argues, the action involved in understanding theory of mirror neurons is incorrect. According to him, there is evidence that it is sensory motor learning that occurs when mirror neurons are ignited.

2.4.4 The nurturing environment

Having the neurological capacity to be socially intelligent, does not guarantee that a person will succeed in social situations. Leach (2010) explains that it may give an advantage, but a secure attachment with a primary carer and other external influences must be in place to achieve maximum results.

Perfectly healthy individuals who have not been brought up in a natural environment may find it difficult to socialise and mix with other people. An example of this is the Romanian orphans found in the 1990's after their regime was overthrown. These children spent up to twenty-four hours a day in their cribs with little or no interaction or stimulation, in dire deprivation (Ames 1990; Ames and Carter 1992; Rank 2016). They were found to be severely delayed in their social and emotional development. This is not a surprise, since they had no one to

socialise with or learn from. Furthermore, in his article, Rank (2016) states that Kaler and Freeman found that as the children had not had the opportunity to create any type of attachments, let alone those of a secure base, there was severe developmental delay.

Consequently, having secure attachments and positive relationships within the formative years will help along the path of social intelligence for individuals. According to Bandura (1977), children learn from their environment. In his social learning theory, he argues that children copy behaviour that they have seen. Therefore, children who have positive role models and who have stimulating opportunities to be involved within a group, or children that play with friends and are exposed to different social environments, will have an opportunity to develop their social skills in a positive way. Concurring with this, Vygotsky (1986) indicated the importance of social interaction for learning and developing, especially in the areas of cognitive and language acquisition.

However, it could be that even though early exposure to these types of experiences is important, if a child has been severely deprived of these at an early age but has since moved to a family or a situation where genuine love, attention and stimulation are provided, that child could eventually be able to overcome his early experiences and become a well-rounded individual with better prospects to develop secure relationships (Nelson et al. 2007). Nevertheless, it is important to state that the earlier this intervention is put into place, the better the outcomes for these children (Rosenberg et al. 2008; Leach 2010, DCSF 2010).

Developing social intelligence taking into account the environment should not only look at children's development. Adults also benefit from having a nurturing environment in which they can express themselves and feel secure, respected and accepted. Maslow (2014) developed a hierarchy of needs in the form of a pyramid; this model, shows that in order to be able to self-actualise or become whole and content, some basic needs must be met by taking into account our environment (see figure 4).
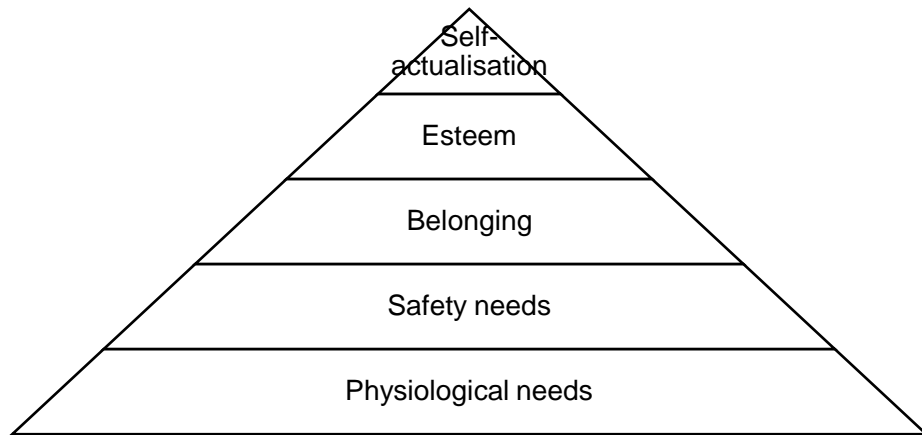
Figure 4:   Maslow's (2014) Hierarchy of Needs

This hierarchy of needs could be applied to many situations and different kinds of cultures, communities and levels of needs. Within the context of contemporary Anglo American culture, there are three of the steps within the pyramid that can be relevant in the context of social intelligence. The first is the area where safety needs should be fulfilled. This area, in a basic way, looks at material needs related to safety such as shelter and warmth. However, it could also be argued to encompass needs such as the need to feel secure in order to speak or to be in a warm and inviting environment to be able to show true feelings without the risk of being punished, or ridiculed.

The second area is that of belonging, and it is linked to the safety needs because it is based on security. What is more, people who belong to a close-knit family have friendships and are able to contribute to society and do better in life (DCSF 2010). These people make a positive contribution to their environment and this, it could be said, will give them greater satisfaction.

Taking into consideration cultural variations, this step within the hierarchy seems to be relevant regardless of where we come from and who we are. Rogoff (2006) has found that most people from very different cultures and backgrounds have a need to gather together and live in a social environment. Human babies cannot under normal circumstances survive without the support from another individual to feed them, nurture them and teach them. Those that rarely do, such as feral children, have not done so by themselves; these children have interacted with another being, albeit not a human but rather an animal (Newton 2003).

Even though these children may not develop behaviours that we could recognise as human, by trying to survive and belong, they develop characteristics and behaviours similar to those of the animal who has help them to survive, such as in the case of Oxana Malaya, the eight-year-old child found in Ukraine living with a pack of dogs. When she was found, she growled, crouched and showed other dog like behaviours (Newton 2003). There are two ways to approach the issue; on the one hand, it could be that she developed these in order to survive and to have a sense of belonging. On the other hand, that was the only model she could mirror and therefore from which to learn.

The third area which is the one related to esteem needs, and the way people feel about themselves is also very relevant. Having a rich internal life, high self-esteem and confidence are great intrinsic characteristics of socially intelligent people (Bar-On 2005). These must be linked to the ability to be reflective, self-critical and measured, as arrogance and over confidence will not help people make friends. Furthermore, knowing who we are, our strengths and our weaknesses whilst being able to build on these to be an active part in society supports our ability to engage with other people (Albreght 2006; Goleman 2007).

Morton (2010) found that in Bogota, Colombia, some children were still living inside sewers. These children would need to have their very basic needs such as food, shelter and warmth met before other needs higher in the pyramid could be contemplated. Some of these children never achieve the higher parts of the pyramid, and die young due to illness, malnutrition and infection. What is more, Zuluaga and Bonilla (2005) who discuss poverty in Colombia, explain that in some parts of the country where poverty is extreme, going to school is a luxury and having a roof over their head is often impossible, higher needs within the pyramid may not be as important. These needs such as looking at personal qualities and learning to understand the inner-self may be far from the everyday issues they have to face.

Conversely, in some parts of the world where people overall are not dying of hunger and have a secure home, even if it is provided by the government, basic needs may be taken for granted and looked at as a given. People from these types of societies can be an active part of their communities, and as their very basic needs are met,

can go up within the hierarchy and fulfil more utopian needs such as belonging, love and self-actualisation (Sirgy 1986).

Nevertheless, it could be that this area within the hierarchy is selective to the few that either live in a wealthy modern society where they have access to education, welfare support and opportunities, or societies where commodities and material things are not important to self-actualise. If all those things are in place, it might be easier to be able to relate to higher needs. People who live in complete poverty, victims of war or natural disasters and people who have been severely abused or neglected might not be able to move up within the pyramid to self-actualise (Sirgy 1986).

However, being poor and materially disadvantaged or having had negative experiences does not rule out being socially intelligent, and in some cases, it is quite the opposite. For example, one may think of Gandhi (2007), the ideological Indian leader who abdicated his wealthy background, the western way of living and dressing and opted for simplicity, and still, managed to lead millions and empower people whilst living an unmaterialistic life.

Furthermore, people who may be perceived within western standards as disadvantaged can have socially rich lives, participate fully in their community and help each other selflessly, as observed by Rogoff (2006) in her studies of African and Mexican indigenous communities. This suggests that resilience and an internal positive attitude, as well as an innate need to belong are also contributors to effectively develop social intelligence.

2.4.5 Linking emotional Intelligence and social Intelligence

Concurring with the idea presented above by Gardner (2000) and Goleman (2004) that social and emotional intelligence intertwine and it may be quite difficult to distinguish between them, Bar-On (2005), who coined the term EQ (emotional quotient), provides a definition of emotional-social intelligence. According to Bar-On (2005, p. 14), it is a:

> "Cross section of interrelated emotional and social competencies, skills, and facilitators that determine how effectively people understand and express themselves, understand others, and relate with them, and cope with daily demands"

Consequently, it can be that social and emotional intelligence ought to be integrated as they are both essential for the understanding of the other.

Furthermore, taking into account Lucas and Claxton's (2010) and Robinson and Aronica's (2009) view of intelligence as multifaceted, which was discussed previously, it may be that rather than compartmentalising social and emotional attributes as a type of intelligence, thus isolating it from other areas of intelligence, what may be important is to state that intelligence is socio-emotional and to study the socio-emotional characteristics and potential of individuals in order to learn, develop or apply these features.

Regarding these, Payton et al. (2008, p.4) define social and emotional learning (SEL) as:

> "The process through which children and adults acquire the knowledge, attitudes, and skills to:
> • Recognize and manage their emotions
> • Set and achieve positive goals
> • Demonstrate caring and concern for others
> • Establish and maintain positive relationships
> • Make responsible decisions
> • Handle interpersonal situations effectively"

Acknowledging that, Jennings and Greenberg (2009) use what they see as a wide construct SEL, to discuss these aspects in teaching and learning within the classroom. I find this view more flexible and converging to my own ideas. Consequently, and based on the above, I propose that the subject should be referred to as socio-emotional intelligence. However, after investigating the subject, I still do not feel comfortable calling social and emotional skills a type of intelligence or stating that intelligence is socio-emotional or just a way of learning, perhaps because it still gives a cognitive focus, and as discussed throughout this chapter, some social and emotional aspects cannot be explained within the context of the concept of intelligence. Possibly these should be further investigated considering other frameworks beyond 'intelligence'.

For instance, Polanyi (1966), talks about tacit knowledge - that knowing without knowing where our senses provide us with information that we might not be able to make sense of. For example, gut feelings, hunches or ideas we sense based on our intuition or feelings. These should not be neglected as they provide valuable information about our surroundings or situations that we might not be consciously aware of. There is scientific evidence that our brains perceive information before

our minds have time to assimilate them and make them in to a rational thought (Nesse and Ellsworth 2009).

It seems that this is part of the basic coping mechanisms we have inherited from our early ancestors (Nesse and Ellsworth 2009; Nesse et al. 2007). To our early ancestors, stress was triggered as a signal of danger, perhaps from a predator. Thus, it was a useful feeling to keep safe. However, in modern times it is quite rare to feel in danger of a predator, but still stress signals are shot throughout our body when our senses view something as a threat to our wellbeing. Therefore, neglecting that this type of sensation is a valid way to understand and react appropriately which would be the case if we assert that socio-emotional attributes are a type of intelligence, would be limiting its capabilities.

What is more, Schwartz and Sharpe (2010) remind us of Aristotle's view of practical wisdom, that combination of "will with skill" (Schwartz and Sharpe 2010, p. 8), where "what to do in a particular circumstance… for how long, in what way and for what purpose" depending on:

> "Our ability to perceive a situation, to have the appropriate feelings or desires about it, to deliberate about what was appropriate in this circumstances and to act" (Schwartz and Sharpe 2010, p.5).

This then becomes something we do without thinking. And although Aristotle's discussion was about ethics, he explores human emotions and concurs with this notion. For instance, he asserts:

> "we can experience fear, confidence, desire, anger, pity and generally any kind of pleasure and pain either too much or too little, and in either case not properly. But to experience all this at the right time, towards the right objects, towards the right people, for the right reason, and in the right manner- that is the median and the best course, the course that is a mark of virtue" (Aristotle cited by Schwartz and Sharpe 2010, p. 24).

This is a definition that will be further developed within the following chapters. Having discussed social and emotional intelligence, the next section will discuss these concepts within the context of education, specifically concerning to Early Years education.

2.5   Early Years education and socio-emotional intelligence

This section includes an overview of Early Years practice, enabling the reader to gain an understanding of the context of this work. It presents evidence that shows the importance of taking social and emotional aspects into account to support students in becoming more socially and emotionally robust, to be able to support

children effectively. Lastly, gaps within the research are established so as to demonstrate the need for further exploration within the parameters of Early Years practice development.

2.5.1 Overview of Early Years training and practice

Early years training and the professionalization of the Early Years force has received a lot of attention and changes during the past two decades (Faulkner and Coates 2013). One of those changes occurred in 2003 following the introduction of Every Child Matters (ECM) (DFES 2003) outcomes for children and then in 2007 with the Early Years Foundation Stage (EYFS) (DFES 2007) curricula. These documents demonstrated that the previous labour government was interested in putting children at the centre and making an effort to try to eradicate poverty.

One of the ways in which they believed this would happen, was by supporting practitioners within the Early Years (0-7-year-old) working in nurseries, preschools and schools (as teaching assistants), to develop their qualifications to become a more professional field (DFES 2004; DFES 2007). Up until then, practitioners did not need to have degrees to work in Early Years settings and apart from a level 3 qualification, such as an NVQ 3, BTEC or CACHE (Equivalent to A level), there was no obligatory requisite for practitioners to have in-depth underpinning knowledge of child development, different curricula or international perspectives.

Based upon research findings from projects such as the EPPE, Effective Provision of Preschool Education (Sylva et al 2002; DFES 2004) and REPEY (Researching Effective Pedagogy in the Early Years) (Siraj-Blatchford et al. 2002), it was shown that better qualified practitioners supported children more effectively. Therefore, in 2002 Foundation degrees (Fda) in Early years, a level 5 qualification, became available to support early years' practitioners working with children under 7 with a level 3 qualification to gain an academic university diploma (Faulkner and Coates 2013). These Fda's, equivalent to the first two years of a full degree, could be topped up to a full Ba honours (level 6). In 2006, the government introduced a further qualification, called Early Years Professional (EYP), which was promised to be equivalent to qualified teacher status, for all level 6 practitioners (Teaching Agency 2012).

This "policy drive to professionalise the workforce" (Lightfoot and Frost 2015, p. 405) has influenced the way in which early years' practitioners identify themselves. Brown and Manktelow (2016), when referring to teachers' identities, explain that these are socially constructed based on the current requirements of an era. This is very relevant to early years' practitioners who also may have had, to "continuously reinvent their identity and roles" (Brown and Manktelow 2016, p. 69). For instance, Ofsted (2015) reports that

> "Early years' practitioners increasingly appreciate that they are there to teach children, not just provide childcare"

Their balancing act, unlike teachers whose struggle has been between professionalism and de-professionalization, is between a professionalization as students or being in a capacity as vocational carers, when they are expected to focus on training rather than caring (Lightfoot and Frost 2015).

Nevertheless, both education and care are known to be necessary for this type of provision. In their study of early years students' professional identity Lightfoot and Frost (2015, p. 410) found that "in expressing their professional identity, all participants drew attention to the emotional content of their work." Furthermore, that they "seek professional learning that will empower them not only to transform themselves but to transform their contexts too" (Lightfoot and Frost 2015, p. 410). This is particularly relevant, as part of the struggle to be recognised as professionals may come from being seen as loving, passionate and maternal, amongst other emotive characteristics (Lightfoot and Frost 2015).

Given this changing nature of provision and with a need to develop a consistency in provision (Lightfoot and Frost 2015), in 2012, Professor Cathy Nutbrown published a review commissioned by the government, to look at ways of strengthening qualification for Early Years practitioners. In her review, Nutbrown (2012) acknowledged the strong evidence that supported the need for highly qualified practitioners within the setting and presented a series of recommendations. One of these recommendations was to clarify the hierarchy of Early Years practitioners.

In January 2013, the government published "More great childcare" (DFES 2013), a report which incorporated a response to the Nutbrown Review. In it, the government acknowledged the importance of highly qualified practitioners and proposed a simpler framework, which referred to level 3 practitioners as Early Years students

(EYE) and Degree qualified practitioners (previously EYPs) Early Years Teachers (EYT) for clarity.

The government did not see the need to differentiate EYPs from EYTs and established that from September 2013, the EYP programme would be replaced by a new Early Years teacher programme which would look more closely at the teacher standards already used in teacher training in order to support practitioners in the early years. It was also made clear that professionals with an EYP qualification would be equivalent to the new EYT.

The thesis for which this literature review has been developed, deals with practitioners who, holding a level 3 qualification, are starting their higher academic qualifications by doing Fda's (level 4 and 5), not qualified EYP's or EYT's and therefore, throughout the rest of this thesis they will be referred to as Early Years students. I have purposefully chosen this group as they start their higher academic journey, and therefore should be ready and able to deal with reflection to support the personal growth of their social and emotional attributes.

Table 3 shows the level of qualification, role and training required for these students. It also shows the type of support for students and various levels in developing their social and emotional skills.

Level	Qualifications in England	Role	Social and emotional training in England
Level 2 Early Years Trainees	Holding a level 2 qualification Apprentices NVQ Level 2	Work in Early Years settings (preschool, nurseries) with children under 7, as assistants	There is no training at this level to support trainees
Level 3 Early Years Educators (EYE)	Holding a level 3 qualification. CACHE diploma BTEC Level 3 NVQ 3 All equivalent to A levels	Work in Early Years settings (Preschool, nurseries) with children under seven as key workers, room supervisors	There is no training at this level to support EYE although there are opportunities for self-reflection
Level 4 Senior Early Years Educators (EYE)	Holding a Certificate in Education or HNC. Equivalent to the first year of a full Ba Hons Degree	Work in Early Years settings (Preschool, nurseries) with children under	There is a reflective component for personal and educational

		seven, as managers or supervisors	development but this is not designed to develop social and emotional aspects
Level 5 Senior Early Years Educators (EYE)	Holding an Fda Early years or HND. Equivalent to the first two years of a full Ba Hons Degree	Work in Early Years settings (Preschool, nurseries) with children under seven, as managers or supervisors	There is opportunity to reflect in practice but not to develop social and emotional aspects
Level 6 Early Years professional (EYP) Graduate/ Early Years teacher	Holding a full Ba Hons degree and post qualifying qualification in EY	Work in Early Years settings (Preschool, nurseries) with children under seven, as managers or supervisors	There have been suggestions (Hadfield et al. 2010) to include social and emotional training but these have not been implemented yet

Table 3:   Early Years Training

2.5.2   What we already know about social and emotional intelligence, and its application in Early Years education policy and practice

As seen in table 3, there is at present not much training available to support these students (level 4,5 educators) in developing their socio-emotional intelligence. The revised EYFS (Early Years Foundation Stage Curriculum) (DFE 2017), for children under the age of 5, which is based on Tickell's (2011) review of the previous curricula; includes four guiding principles which, if seen within the context of social and emotional intelligence are quite relevant and underpin the great importance that social and emotional skills have on learning and development. These are:

> "Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
> • Children learn to be strong and independent through positive relationships;
> • Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
> • Children develop and learn in different ways and at different paces. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities."
> (DFE 2017, p. 6).

Within each of these areas reference is made to ideas such as resilience, confidence, positive relationships, individual needs, care and development, all of which relate to socio-emotional intelligence. Furthermore, within the three main areas of learning that the curriculum specifies, social and emotional development is incorporated. This seems to be influenced by the Allen report on early intervention (2011) that makes strong references to the importance of supporting children to develop their social and emotional skills in order to succeed in life. It is clear from the report, that Allen has been heavily influenced by Goleman's ideas regarding emotional intelligence. For instance, Allen (2011) consistently refers to the "social and emotional bedrock" needed to support children so that they can succeed in the future. And all these recommendations are centred on the vital importance of developing social and emotional skills early in life.

In addition, Social and Emotional Aspects of Learning (SEAL) (DFES 2005a, 2005b; Humphrey et al. 2008), the initiative to support children to develop their social and emotional competences influenced by Goleman's view on the subject, is applied within schools specifically for children. Galton (2007), perhaps influenced by this, developed a chapter for primary teachers to discuss the social and emotional aspects of teaching. Within his chapter, there are references to the qualities that practitioners ought to have. However, it still centres on strategies to manage the classroom, behaviour and activities and not on a method by which students develop their own social and emotional skills.

Although research into EYP's such as Hadfield et al. (2010) explores the idea of informal emotional support and guidance, Wave Trust (2013, p. 4) invites trainers to make,

> "use of professional reflective supervision, including practice to ensure self-awareness and to ensure the supervisee has emotional intelligence"

What is more, to offer personal support that considers the:

> "emotional impact of the work and the impact of personal issues for the supervisee and ensuring that the supervisee has emotional intelligence" (Wave 2013 p.96).

Thereby highlighting the need for supervisory support to allow EYP's to reflect on their emotional intelligence within the context of practice. These are merely recommendations that have not been put into place. Furthermore, there is no evidence to suggest, that policy regarding Early Years students has taken into

consideration their emotional and social intelligence within the context of their practice development.

Dearnley and Elfer (2007) discussed the results from an action research they carried out with Nursery heads, to explore emotional experiences within training, it recognised that Early Years environments are charged with emotions and practitioners are not trained overall to recognise how to manage them effectively. I see it necessary to put something into place early within a training programme for Early Years students, to engage them in acknowledging and understanding their own feelings, emotions and social behaviour to strengthen their personal and professional development.

However, Dearnley and Elfer's (2007) research used a specific approach based on psychoanalytic principles. This is not something I would not be keen to repeat, as I am not a trained psychoanalyst and find the presupposition that most issues stem from childhood or our parents somewhat narrow minded. Instead, I prefer humanistic approaches to self-development, where there is more fluidity and a total acceptance without prejudice (Rogers 1961). Furthermore, it is evident that there were some errors in the way they conducted the action part of the research. For example, the researchers did not allow the group to bond before discussing personal issues, which resulted in practitioners being apprehensive and hostile at the beginning of the process (Dearnley and Elfer 2007).

Brackett et al. (2011, p. 99) state that:

> "empirical investigations examining whether adults can raise their emotional intelligence are underway"

They have developed a school based prevention programme called the RULER approach which encompasses: Recognising, Understanding, Labelling, Expressing and Regulating emotions in order to achieve better wellbeing for everyone within the school community. This approach, according to Brackett et al (2011) takes into account the role that teachers play and has a positive effect on success, the learning environment and on supporting effective classroom behaviour. Their approach is novel and further validates the importance that emotional intelligence has within a school environment.

More recently, Elfer (2015) presented a comprehensive review of policies related to emotions within Early Years practice going back to 1945. The review concludes

with the latest Ofsted report which does not take emotions into account. In his paper, Elfer (2015) refers to three approaches which have been put into practice to take emotions into account within a nursery environment. These are the psychoanalytic approach, mentioned in his previous work, the emotional labour approach which highlighted the emotive nature of Early Years practice and the attachment approach, looking at the bonds developed between children and staff.

Although these all attempt to take emotions into account, and Elfer (2015, p. 408) specifically states the need for "serious and renewed attention in policy to the emotional dimensions of nursery organisation and practice", there still is a focus on children's feelings and emotions or how the behaviour or practice of the students can affect the children (Swindon and Harrop 2012). Nevertheless, there is less importance paid to the emotions of the students themselves and how to support them in managing them effectively for their own benefit.

Another study is that of Collie et al. (2012) who conducted a large research project in Canada including 664 participants (primary and secondary school teachers) and aimed to assess the correlation between teachers' perceptions of socio-emotional learning (SEL) and their job satisfaction, stress and own efficacy. Amongst other things, they found that in order to determine teachers' wellbeing, for example when referring to job satisfaction, it is imperative to consider their perceptions of what wellbeing is, as important when conducting research. They also found that teachers' beliefs of SEL depended on their own experiences of the three areas of research (job satisfaction, stress, own efficacy), and therefore these should be considered for future research, which according to Collie et al. (2012) is clearly needed.

A further finding was that teachers not only related job satisfaction to their own social and emotional wellbeing, but also to the wellbeing of their students. Whilst this study provides a wealth of relevant and interesting data for both researchers and policy makers to consider when developing teacher training programmes by highlighting the need to develop SEL, it does not provide a way of continuing to develop their own socio-emotional intelligence so as to enhance job satisfaction and efficacy whilst reducing stress.
Similarly, the idea of training staff who work with children is also voiced by Brown and Convoy (2011). They explore the need to educate practitioners involved in

early intervention programmes, giving them the support they need to develop social – emotional competences so that in turn, they can support children and families effectively. NICE (2012) refers to the importance of working practices in Early Years and their impact on delivery and performance. It considers staff concerns related to the necessity to offer training and support to be able to cope with stressful situations and complicated workloads.

This view is further asserted by Zakrzewski (2013) who focused on teachers and the importance of developing social emotional competences to improve their efficiency as teachers. She explains that if teachers have robust social- emotional skills, they will be able to deal more effectively with difficult situations and challenging behaviour for example. This has already been explored as a means of supporting school classroom behaviour, by authors such as Mortiboys (2010) within the context of emotional intelligence.

Humphreys et al. (2010) also discuss SEAL within the context of secondary education and find that:

> "In terms of staff health and wellbeing, there was little evidence of on-going activity relating to SEAL. This was often mentioned in rather vague terms as being part of future plans" (Humphreys et al. 2010, p.52).

Therefore, even though the need to pay attention to social and emotional skills within the context of education and the children's workforce has been highlighted and some recommendation and ideas have been presented, there does not appear to be a specific tool kit or resource for students to develop these concepts within the context of their practice.

It is important to point out that Jennings and Greenberg (2009) do acknowledge that, Social and Emotional Competences (SEC) are central to classroom outcomes within each stage of teaching from Kindergarten to adult education, where some areas might vary depending on the student's needs. I find that their article, which states that, teachers that have SEC have amongst other characteristics, the ability to be self and socially aware, positive values and know how to manage and regulate their emotions, behaviour and relationships, capture quite closely what I believe to be important within the field of teacher education.

They see as central, the development and support of SEC and the characteristics they see as vital for SEC teachers. Furthermore, they assert that since there is no widely available training before they begin their teaching career or within their first few years, it may be that it is assumed that these individuals already possess those skills. I have included a representation of the "prosocial classroom: A model of teacher social and emotional competence and classroom and student outcomes" (Jennings and Greenberg 2009, p. 494) that they present, as a possible starting point for my own practice development within this professional doctorate.
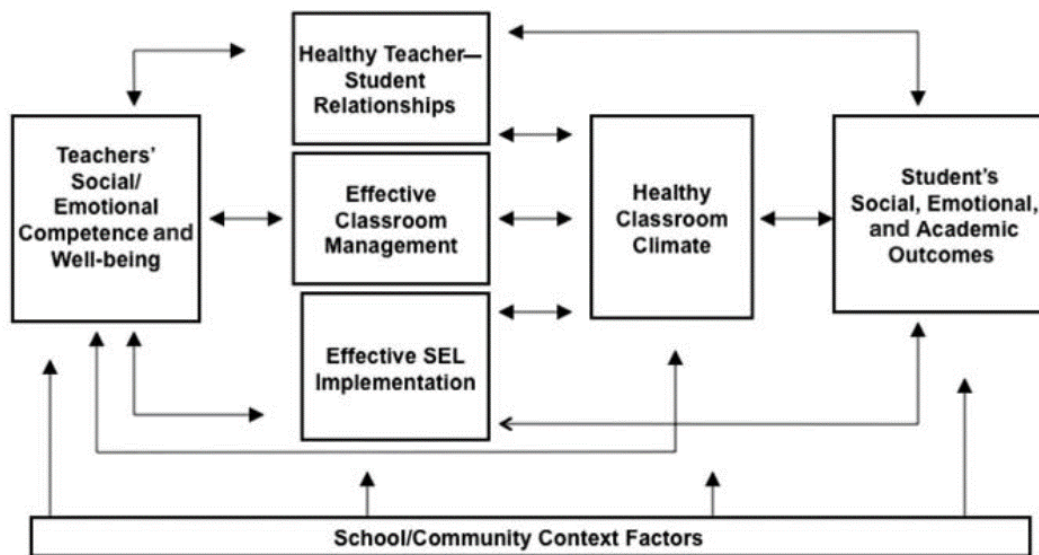
Figure 5:   Prosocial Classroom (Jennings and Greenberg 2009, p. 494)

This model takes a whole school approach where there is an overall culture that takes into account how SEL can affect students and ultimately school outcomes. The model is further reinforced by Goad (2005), Nelson et al. (2005), and Justice (2005) who all insist that trainee and new teachers in the United States can benefit from training in emotional intelligence, as this would improve student achievement. This idea can perhaps be transferable to training in England.

2.5.3 Concluding thoughts on Early Years and the development of socio-emotional intelligence

Based on all the above, as well as reflection on practice development and informal conversations with both trainees and trainers within Early Years, it is apparent that social and emotional skills are back on the agenda. There is also an overall

understanding that these areas are imperative to effective practice and that there are recommendations for implementation.

There are models to support the development of teachers' social and emotional skills within school teaching in the United States, such as those mentioned above. However, there does not seem to be a specific tool to support students to develop their social and emotional skills whilst they are training for their profession within the first years of their Higher Education journey in England. The mere nature of Early Years as an environment where care and education converge, where hours are longer than school timetables in many cases, especially year-round, nurseries and wraparound care provision create a different environment. This is the area I am interested in exploring with the aim to develop a practice tool to cater for those students

2.6   Literature review conclusion

Overall this literature review has provided a theoretical framework to inform this thesis. It has allowed me to gain an understanding of the subject and to reflect on the many readings that have undoubtedly influenced my thinking throughout these years. Learning about intelligence and emotions has been invaluable in informing and shaping me both as a researcher and a practitioner. Furthermore, being able to relate areas of the vast amount of theory I have encountered to my practice, has allowed me to become more reflexive and to engage more critically with all aspects of this research.

During my investigation of social and emotional intelligence I found where my contribution to knowledge could be applied as I recognised both areas to be interlinked and as such should be seen as one. Also, being able to reflect on the notion that perhaps intelligence was not the right "label" for this theory turned my reading direction to other texts which I found fitted comfortably with my rationale and the aims of this doctoral project.

I also found it interesting how my familiarity with the subject and the content of this review, made me at times blinded to explanations that were needed and ideas that should be presented. This was particularly evident to me when I was developing the review on Early Years education. I had wrongly assumed that everyone would be familiar with both the framework and areas of these type of programmes. Although I

am at the end of this doctoral journey, I am aware that this review is by no means complete as there is always something new to read or interesting to include. Still, as a committed researcher and avid learner, I will continue to become acquainted with this area to inform my writing. There are some areas within my findings that have not been discussed here as they were either not relevant or existent at the time. However, these are explored in the discussion chapter as new knowledge emerged.

Chapter 3   Methodology

3.1   Introduction

In this chapter I present the methodology undertaken in order to develop this research project. The first part explains the unique nature of a professional doctorate and how I have applied its characteristics to my own doctoral journey. Following this, I explore the process I undertook in a sequential order by providing an overview of my philosophical underpinning and an overview of thematic analysis as a tool to carry out this generic qualitative research. I go on to describe the research design including the data collection methods, the rationale for the choice of participants in addition to the ethical considerations and process of carrying out the research. Throughout this chapter as in previous ones, participants are referred to as students and lecturers. Furthermore, the reader will again see a personal narrative throughout.

3.2   Rationale

Many professional doctorates (DProf) such as this one allow students to,

> "produce stories or accounts of previous experience… marked by focal points of key achievements, critical incidents and major personal life events which have influenced and shaped their particular career trajectories" (Hayes and Fulton 2015, p. 3).

The aim of these types of doctorates is to enrich personal and professional development through work based learning enquiry (Scott 2004). Their focus is on a practitioner's creation of knowledge to inform their practice as they "construct both knowledge itself and the act of doing research" (Scott 2004, p. 42). According to Fulton et al. (2012, p. 134),

> "a more implicit and yet core objective of the Professional Doctorate programme is personal transformation of the candidates into professionals who can view their workplace through a 'fresh lens'."

It is because of this personal transformation and their dual inquisitive nature (theory and practice), that these forms of doctorates require deep reflective practice to create new knowledge.

A DProf differs from a traditional PhD as it includes four different dimensions. The practice development component and the personal narrative are not present in a PhD. However, in a DProf, these are interrelated and as important as the literature

review and research component and must therefore be taken into account equally. I have created figure 6 to illustrate these components:
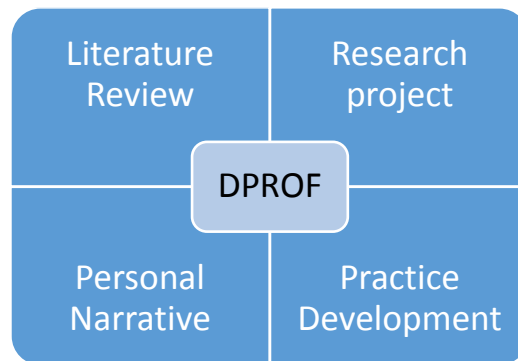
Figure 6:   Professional Doctorate (Devis-Rozental 2017)

The first two areas which are both present in traditional PhD's, are the theoretical frameworks in the form of a literature review which must be included to underpin the resources relevant to the project; and a research project explaining the process undertaken. However, distinct from a PhD, a DProf integrates a personal narrative, exploring the personal and professional journey undertaken whilst carrying out the project. In this narrative, "an element of reflection is essential" (Hayes and Fulton 2015, p. 4), a reflexivity where,

> "the presence of the researcher in the research process" is evident from beginning to end (Hayes and Fulton 2015, p. 5).

It considers ideas, feelings, emotions, important milestones − both personal and professional − and even a personal history, as these would impact on the process, the journey and the outcomes of the award.

Furthermore, whilst an original contribution to knowledge must also be presented as in a PhD; a contribution to professional practice informed by the project is integral to the DProf. This integration of practice, knowledge and personal attributes was identified as significant by Hayes et al. (2016, p. 14) when referring to the importance within Higher Education of,

> "contextually situating the acquisition of core skills, functionality and personal attributes in the culture and context of their individual institutions."

As an education practitioner who believes in the intertwined relationship between theory and practice, and the importance of research led practice to inform and improve the ever-changing landscape of learning and teaching, this type of doctoral

programme fits well with my core values. Therefore, it made sense to me to choose it instead of a traditional PhD, as I attempted to investigate how to support Early Years students within a learning environment, to develop their socio-emotional intelligence.

In order to inform the practice development aspect of this doctorate, to create a socio-emotional intelligence tool, I carried out a qualitative research project to answer the following research questions:

The research questions – to help inform the practice development are:
1) What are the experiences of students in reflecting on their own socio-emotional intelligence whilst completing an Fda Early Years?
2) What are the experiences of students in applying socio-emotional intelligence in their practice?
3) Is there a need for development within the Fda provision? If yes,
   a. What are the gaps in the development whilst completing an Fda Early Years?
   b. What form of development would be most acceptable to students?

Each DProf is unique in its development. In the case of this project, I began by developing the literature review aiming to learn as much as I could about the various areas I wanted to investigate. This was predominantly to highlight what is already known and where the gaps were within knowledge of the subject. A further key part of my reading was to learn about theoretical approaches that could support my work; from there I went on to develop the research project considering both my knowledge and practice. It was important to me to make sure that the project was meaningful in informing and impacting education practice.

I carried out a generic qualitative research study where I was able to gather meaningful data to then create a practice development tool. Given the nature of my research and my own values and beliefs regarding the importance of taking a holistic approach, I have purposefully woven my personal narrative throughout every area of my DProf.

Below is a diagram I have created of my journey, which I developed as a way of meaningfully illustrating how a personal narrative weaves throughout the DProf.
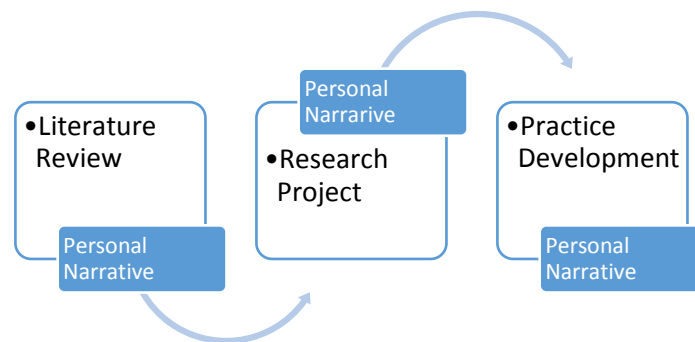
Figure 7:   My Doctoral Learning Journey (Devis-Rozental 2017)

3.3   Overview

My research is underpinned by a relativist ontology, in which reality is unique to each of the participants at the time of interviewing, as well as being unique to me (King and Horrocks 2010). When using this approach, it is assumed that everyone's reality is based upon their own experiences, social context and constructs (Crotty 1998). Furthermore, this is only one version of a reality which I have captured based on a particular moment, a context and at a particular time (Crotty 1998). By including clear details concerning the context of data access, creation and analysis, the reader can evaluate and gauge how relevant the findings may be to their own realty and context. As a result, the findings from this research may be re interpreted, perhaps by the reader, and that is fine and in a sense intriguing and exhilarating for me as a researcher, since reality presented can be seen through different prisms and layers.

Epistemologically, in a general sense, this research followed a subjectivist stance, as the meaning of each area explored was looked at from the participant's point of view (Crotty 1998). This gave place to "multiple realities' (King and Horrocks 2010, p. 104) and a non-universal truth, as the project was concerned with exploring participants' experiences. What is more, I wanted a more holistic "humanly sensitive" (Galvin and Todres 2013, p. 147) way of understanding, investigating and interpreting this project. I therefore think that epistemologically, more specifically in the analysis phase, this project was influenced by an embodied relational understanding. This involves a type of knowing which:

> "is attentive to the rich and moving flow of individuals lives in relation to others, is attentive to very specific situations" (Galvin and Todres 2013, p. 148)

Regarding the Early Years students and Early Years Lecturers, this could be a "type of knowing that is aesthetically textured and sensitive to unique situations" (Galvin and Todres 2013, p. 149). Their unique experiences are informed by their practice, their feelings, their knowledge and understanding.

Furthermore, due to the nature of this professional doctorate where there is some of me interwoven throughout, where I have been given the freedom to explore a part of myself, my feelings, my thoughts and my reflections; and where in a sense, a portion of the practice development is in fact my own development as a researcher, I have also experienced an embodied relational understanding. I hope that this is also evident in the findings and discussion of this thesis, where I have attempted to carry out an "embodied interpretation" (Galvin and Todres 2013, p. 166) through the thematic analysis, which fits well since emotions and feelings are an important part of this project.

I used a qualitative research approach (Crotty 1998), carrying out semi-structured interviews and a qualitative thematic analysis (Braun and Clarke 2006; Guest et al. 2012). My reasoning was an interest in finding out about the experiences and views of my participants. This qualitative project was aligned with humanistic psychology principles, seeing each individual with unconditional positive regard (Cohen et al. 2007; Rogers 1961). I also took into account meaning and experience, because I believe it provided me with the information needed to enrich this project and to develop a meaningful tool to support students.

There are many different methods which could be used in qualitative research, where the focus is words rather than numbers. Maykut and Morehouse (1994, p. 28) state that:

> "words are the way that most people come to understand their situations, we create our world with words, we explain ourselves with words, we defend and hide ourselves with words, the role of the qualitative researcher is to find the patterns for others to inspect while at the same time staying close to the construction of the world as the participants originally experienced it"

Taking this into account, and in order to carry out a research project that was systematic in its approach to collecting and analysing data whilst also giving

importance to words and their meaning, I decided to use thematic analysis after having explored other methods.

For instance, I looked at Interpretative phenomenological analysis (IPA) (Smith et al. 2009) but felt that as my research was not just about how participants experienced a phenomenon and as I was asking wider practical questions, it was unsuitable. I also read around grounded theory, but the point of this doctorate was not to fully develop a new theory to explain something, thus this method was also not appropriate for my project.

According to King and Horrocks (2010), there are many styles of thematic analysis, however Braun and Clarke's approach offers, unlike other approaches, a discussion of what counts as a theme, which I found useful when starting my analysis. Using this method, I refined and redefined the data and found relationships between the codes and themes. What is more, I was able to go back and forth to the various ideas I found, in order to present them in the best way to answer the aim of this doctoral project.

3.4   Reflections on my research method

Regarding the primary research methods, reflecting on my own understanding of the types of research, to find out which was best suited for this project, I considered but rejected an action research approach because I did not want to put into practice something based on my assumptions of what the students needed. Furthermore, I was familiar with the action research cycle, which is concerned with solving a problem or improving a situation (Atkins and Wallace 2012).

But since I wanted to learn new skills and be out of my comfort zone, I dedicated a great deal of time to read and explore the different methods so that I could choose the most appropriate for my research. For instance, for a while I felt that my research should be ethnographic, but since I was not going to be able to observe within practice due to my mobility limitations, this seemed unrealistic.
Another area where I changed my mind, as I now know I was being overly ambitious, concerns the number of participants involved and the overall scope of my research. To begin with, I wanted to explore Early Years as well as primary school trainees. But after exploring the subject in depth, I did not think this necessary as I believed that the findings from a smaller sample of foundation

degree students would be sufficient. In fact, as my job role changed whilst completing this doctorate, I saw first-hand how some of the ideas of this project were indeed transferable. Students, regardless of their chosen subject, needed to have or be able to develop socio-emotional intelligence to be resilient and to have a positive university experience.

I carried out a qualitative inquiry, which is a way of:

> "understanding subjective experience, gaining insight into the people's motivations and actions, and cutting through the clutter of taken for granted assumptions and conventional wisdom" (Lester 1999, p. 1).

I did so through open ended enquiry (Palmer et al. 2010; Smith 2007; Smith et. al. 2009), where "all constructed meanings represent a particular point of view. There is no such thing as a single reality" (Buttler-Kisber 2010, p. 7), however "reality is perceived within the meaning of individual experiences" (Creswell 2007, p. 59). This is something that was particularly important to me, giving the participants a voice where they could express their unique experience.

Throughout the whole research process, I attempted to explore and apply to the experience an embodied relational understanding by amongst many things, interweaving my narrative which I think makes this experience of carrying out research something that encompasses the head, hand and heart (Galvin and Todres 2013). I aim to re-present the meaning of my findings in a way that considers feeling "as an educational resource for facilitating empathic understanding" (Galvin and Todres 2013, p. 156).

3.5   Context and focus of the study

3.5.1 Rationale for group studied

All the participants in this project have been involved on an Fda Early Years programme either as students or lecturers (both current and past). Foundation degrees are Higher Education qualifications validated by universities, although traditionally delivered in further education colleges. These qualifications are comparable to the first two years of a full BA Hons; they have been developed to enhance vocational skills and should offer a progression route to a top up degree to achieve a full BA Hons (QAA 2004a).

The Fda Early Years programme delivered at Bournemouth and Poole College, but accredited until 2015 by Bournemouth University had been running since the autumn of 2003. It was a three-year programme and students who graduated could go on to complete a top up and be awarded a BA Hons in Early Years. I was a student of the first cohort of this programme starting in 2003 and graduating in 2006, therefore, I purposefully decided to only contact students who had started their studies from 2006 to avoid any conflict of interest. Furthermore, those students would have completed their programme in 2009, which was the year I began teaching and leading the programme, a role I carried out until December 2013. This specific Fda programme has now been discontinued as it was not revalidated by the university, and its last cohort completed their studies in the summer of 2015. 107 students graduated between the summers of 2009-2015. See table below:

Year	Number of Students
July 2009	16 students
July 2010	18 Students
July 2011	14 Students
July 2012	9 Students
July 2013	18 Students
July 2014	16 Students
July 2015	16 students

Table 4:   Fda Early Years Graduates 2009-2015

Of those who graduated during those years, three were male and the rest were female. This is representative of part time Fda programmes, where students are predominantly female mature students who study part time and also work (QAA 2004b). For this particular programme, students had to be working at least 16 hours per week in an Early years setting. During that time, students must also have had a C or above in GCSE's Math's and English, a level three or equivalent qualification in Early years (NVQ, BTC, A Level) or a related subject and they had to have clearance to work with children.

Regarding the Early Years Lecturers delivering the programme, due to its practical nature they needed to have experience working in an Early Years setting as well as a qualification one level higher than their students (at least a Ba Hons) as well as a teaching qualification (PGCE, Cert Ed or other).

3.5.2 Ethical approval

Before contacting the participants, I needed to gain ethical approval. To this end, I completed an initial research ethics checklist from Bournemouth University (See appendix 2) in which I had to substantiate all areas of this project. This was sent to the ethics committee along with the participants' information sheets (appendix 3) and consent forms (See appendix 4). As participants were students or alumni of Bournemouth and Poole College, the checklist previously mentioned was also sent to Bournemouth and Poole College. Once I gained ethical approval (appendix 2 as above), I was able to continue with this project. I will discuss the ethical principles underlying my research in a later section of this chapter.

3.5.3 Gaining access to the participants

To gain access, current and former students of the cohorts described above were contacted via email through the current Fda Programme leader. Due to a poor response, once ethical approval was gained, a notice was placed on a Facebook page inviting students to be involved. This proved more successful (see appendix 5 for invitation). As it was a generic post and not targeted individually, interested parties could approach me without being coerced into taking part.

Early years lecturers were contacted via their work email as they were all previous colleagues and I was aware of their place of work (see appendix 6 for invitation). It was made clear to them that participation was purely voluntary and they were not obliged to take part.

3.5.4 Preparation for data collection

In this project, I aimed to "portray, analyse and interpret the uniqueness" (Cohen et al. 2007, p. 85) of the experience of Early Years students in developing their socio-emotional intelligence whilst attending the Fda Early years, as well as the experience of the Early Years lecturers delivering the programme. Originally, I had planned to carry out focus groups with Early Years students to gauge their understanding of the subject, as well as in-depth interviews with both students and lecturers.

I decided to carry out a pilot focus group to gauge its usefulness for the purposes of this project. However, the pilot focus group did not turn out as anticipated and so I decided it would be more appropriate to only carry out the in-depth interviews. Still,

as there were some important findings, I have included below an overview of the pilot focus group.

3.5.5 Pilot focus group

I had planned to collect data from students by carrying out two focus groups concerned with "shared lived experiences" with around five students per group (Liamputtong 2011, p 24). To do so, and after ethical clearance, all Early Years' students enrolled in the 2012-2013 academic year were contacted via email to be invited to take part on the pilot. The purpose of the focus groups was to find out about their current understanding of the subject, as well as their overall opinion and attitudes towards specific terminology, discussed within the context of their practice (Robson 2011; Bell 2010; Liamputtong 2011).

What is more, to get "live data from naturally occurring social situations" (Cohen et al. 2007 p. 386), which would concur with Buttler-Kisber's (2010) view based on Vygostsky (1978), where reality is socially constructed, a focus group was planned. This focus group would present an opportunity to observe interactions by a homogenous group, helping me gain a better understanding by "listening to the participants' discussions, challenges and contradictions" (Liamputtong 2011, p. 32). I had planned to carry out two focus groups of five participants each, but only five students contacted me showing some interest and of those four took part as the fifth participant had to withdraw due to personal circumstances.

This focus group had been organised to take place before the summer holidays of 2014, but due to cancellations it had to be rescheduled to take place in the autumn term. This gave participants time to reflect on the subject and terminology using a note book I had provided each participant, and after providing a definition for socio-emotional intelligence, I asked them to think about the following terms (See appendix 7 for rationale for using these terms):

- Motivation
- Resilience
- Empathy
- Social engagement
- Confidence-self esteem
- Patience

I suggested that they could use a notebook in any way they wanted to represent what they thought. For example, writing a poem, doing a drawing or a mind map, they could do whatever they wanted.

When the focus group took place, I was the Fda programme leader, and although at that time I was not teaching these participants, I had taught them in the past and they knew me as their lecturer. It was in fact based on these sessions that I had anticipated that the focus group would be successful. The reason for this was that many times whilst discussing issues, participants shared their own experiences and knowledge of many different subjects, thus enriching the session outcomes. The focus group was audio recorded using a password protected IPhone and took place in a classroom at the college.

However, after the pilot focus group in which the four students participated, I discovered that the dynamics were not appropriate for what I was aiming to find out, or what a focus group was meant to instigate. Students took turns to discuss each term without interaction even when prompted. Holloway (1997) explains that the aim of the focus group is to have:

> "interaction between participants from which the researchers discover how individuals think and feel about particular issues" (Holloway 1997, p. 73).

In this case, even though the aim was for the participants to interact with each other and discuss issues, as mentioned above, they took turns to present each term and directed all their comments to me without interaction with or acknowledgement of other participants' comments.

Thus, my role as "facilitator or moderator in the group discussion" (Holloway 1997, p. 74), did not happen. Instead I became the audience and target for their contributions, which was not the intent. Perhaps this happened because as mentioned above, I had been their lecturer, and there may still have been a sense of there being a power relationship where there can be "role identity and boundary conflict" (Atkins and Wallace 2012, p. 50). However, as I consider myself to be more of a peer who happens to have different type of knowledge, not more or less, I was surprised.

They all used the pad to write ideas down, as though it was a piece of homework, but not as I had anticipated in a creative manner. This in a sense reinforced my

idea that they had seen this as a task to complete and showed me something of the unpredictability of qualitative research. Still there were some valuable ideas that flourished during the focus group. For instance, participants felt that having the summer holiday to think about the terms, allowed them the time to reflect on them and to go back to it during different periods. Thus, time and reflection became important factors to consider.

Carrying out the focus group allowed me to reflect on my role as an insider researcher (Holloway and Brown 2012), and to think about the balance between being a researcher as well as a practitioner and its delicate nature. It became clear to me that these participants saw me, at least within the focus group, not as a practitioner or even a researcher but as their lecturer. Additionally, it highlighted for me the importance of being flexible, adaptable and not having set expectations. Even when things do not go according to plan, there are learning moments that must not be taken for granted.

What is more, I neglected important stages of the focus group such as allowing the participants to interact with each other in order to create a more relaxed environment and built rapport. In a sense, I was too ambitious thinking that participants would just be able to get on with the focus group even though they did not know each other. Reflecting on this allowed me to identify areas of my own socio-emotional intelligence such as social cognition and attunement, where I need to continue working in order to develop further.

Following the experience with the focus group, as I still wanted to gain knowledge from personal experiences and get first hand examples of how to improve practice, I decided that whilst not conducting a focus group, I would still carry out interviews.

3.5.6 Exploratory interviews

These exploratory interviews would help me to explore the students' individual perceptions and experiences. Since I used to work as a lecturer, and these students would therefore know me, I took into consideration the fact that this could work against the aim of the project, since students could answer based on what they believed I wanted to find out. Furthermore, and relevant to this research, there were issues related to power relations as mentioned previously. Specifically, if the relationship between lecturer and student was seen as one of imbalance where I,

as the lecturer had been perceived as having power over the student, and even though I was no longer these participants' lecturer and I did not mark their work, role identities may have stayed the same based on our previous experience (Chong et al. 2011).

However, I thought about this and although students' work is marked by lecturers and this could be seen as a power relationship, students are also able to assess lecturers, courses and universities. Especially in the past ten years this has become the norm, where students' views have become integral to universities in order to score points, improve the student experience, and to advertise their courses, for example through NSS (National student survey) scores introduced in 2005 (Higher Education Funding Council for England 2015).

What is more, the rise in students' fees has seen the dynamics between students and staff/university change as both:

"are re-modelling their sense of themselves and their expectations of each other" (Chalcraft et al. 2015, p. 1).

Some students see themselves as customers paying for a service, a notion further asserted by the government (Bunce et al. 2016), and therefore demand more, whilst Higher Education institutions experience "increasing turbulence" (Chalcraft et al. 2015, p. 1). Consequently, it may be that the traditional power relationship is shifting. Nevertheless, I continually reflected in action and on action to minimise the feeling of a power relationship; I encouraged the interviewees to speak freely about whatever they felt was important and aimed to make them feel comfortable and safe, explaining that all their contributions were valid and there were no right or wrong answers.

The in-depth interviews were planned to record participants' accounts. The rationale for doing so was to find out if the programme supported students effectively to develop their socio-emotional intelligence and if it did not, what could be put into place to support them further. The overall design is shown below:

Participants	Sample	Characteristics	Method	Analysis
Early Years students	10	a) Studying or have completed Fda Early Years b) Work in Poole or Bournemouth	Individual interviews	Qualitative Thematic analysis

		in an Early Years setting		
Early Years Lecturers	4	Are or have been lecturers in an Fda Early Years programme in Bournemouth and Poole	Individual interviews	Qualitative Thematic Analysis

Table 5:   Participants

As seen above, I carried out the research with two groups of participants: the students and the lecturers and each will be discussed in turn.

3.6   Participants and method

3.6.1 Early Years students
Inclusion criteria:

Early Years Students who:

a) Have completed or are undertaking (at the time of the interview) a Foundation Degree in Early Years (A level five qualification equivalent to the first two years of a full BA Honours degree).

 b) Actively work in Poole or Bournemouth in an Early Years setting and therefore experience situations within their practice, where socio-emotional intelligence is needed.

3.6.2 Approaching students for the in-depth interviews
Following ethical approval from the School of Health and Social Care at Bournemouth University and clearance from Bournemouth and Poole college, an email communication was sent by the current programme leader, to the 35 current students in the programme, in order to invite them to participate, with information regarding the project and my details so that they could reply to me directly.

Previous students who had completed the course successfully, were reached via social media by placing a notice where they could get in contact with me if interested. Both communications explained the rationale for the project and clearly stated that there were a limited number of places, and that these would be allocated on a first come first served basis (See appendix 5). Originally, I wanted to speak to around 15 students as I believed this would give me a wealth of responses that I could use, however, ten responded. Students were able to answer via email and

each interested participant was then provided with the information sheet and consent forms. Once they agreed to take part, a time and place was arranged to carry out the interview.

3.6.3 Information regarding the students

The following table illustrates the pseudonyms and some information regarding these students:

Pseudonym	Age at the time of the interview	Early Years Role
Sam	41	Early Years Educator
Max	25	Teaching assistant
Alex	48	Nursery manager
Jules	Under 55 (prefer not to specify)	Nursery manager
Danny	33	Child-minder
Mel	49	Nursery Manager
Spencer	32	Nursery Manager
Charlie	48	Nursery Manager
Lou	55	Teaching assistant
Drew	31	Early Years Educator

Table 6: Early Years Students

3.6.4 Interviews with Early Years students

Before the interviews, I welcomed the participants and let them know that the interview would be audio recorded with an IPhone to which they all agreed. I had planned to carry out exploratory interviews (Oppenheim 1992) with prompts rather than specific questions, in order to have an organic and fluid conversation. However, due to my inexperience as a researcher my interviewing technique was much more mechanical at the beginning, with me following the set of questions and worried that if I had an input I may steer the participants. Here I took the role of a listener and allowed the participants to lead the conversation in order to gain a more meaningful and in depth understanding of their ideas (Biggerstaff and

Thompson 2008). Furthermore, as I had a "specific research agenda" (Holloway 1997, p. 95), these were open semi-structured interviews.

The rationale for these interviews links to all the research questions and would support me in:

a) Understanding the experiences that students have of developing their socio-emotional intelligence whilst completing a Foundation Degree.

b) Explore if there are any gaps in the training provision and identifying any needs for further development.

3.6.5 Interview Schedule

The interviews had a general interview framework. I started with a welcome and introduction (collection of ethical forms and clarification of any issues), and then moved to ask these participants:

1. What is your understanding of socio-emotional intelligence?
2. What is your experience of applying socio-emotional intelligence in practice?
3. What is your experience of the support available within the Fda in Early Years to develop your socio-emotional intelligence?
4. What are the strengths and weaknesses of the current provision?
5. Do you have any ideas and areas for further development to support students in developing their socio-emotional intelligence?
6. Is there any other relevant information or experiences regarding your experience as student whilst doing the programme in developing your socio-emotional intelligence?

I then thanked the interviewees and asked if they would like a final summary report. I also reminded them that they could contact me at any time with any queries they had.

3.6.6 Overview of Students' interviews

The 10 students' interviews were carried out between the 1st of July 2014 and the 16th of February 2015 and lasted between 20-70 minutes each. All interviews took place at the preferred place and time of each participant, all at Bournemouth University Talbot campus apart from the last one which took place in a coffee shop in Poole to accommodate to the requirements of the participant. These interviews took place normally after their working day. It is interesting to note that not one student chose to be interviewed at Bournemouth and Poole college which was the

place where they attended their programme. Instead they chose the university, a more unfamiliar place but still linked to their education.

Although these interviews had been planned to be semi-structured, as I was transcribing them I found that with the first few interviews, I mostly kept to the questions and did not deviate from them much. After thinking about the reason for this and reading the reflections after each interview, I realised that perhaps this had happened due to my insecurities as an interviewer, and my worry of being seen as having power or influence over the students, as I did not want to guide in any way their responses or have what could be perceived as power knowledge (Briggs 2002). Carrying out the interviews in this way could be a weakness of this study and therefore it is important to acknowledge it.

However, as I became more comfortable interviewing them I was able to relax and be less rehearsed, which in turn may have made participants more comfortable. It is interesting that my interviewing technique for the lecturers' interviews was not like that at all. In fact, these interviews felt more like conversations with colleagues. I was more at ease and felt I could have an input. This could be as these interviews were the last interviews I carried out and therefore I was more experienced. Overall, it is clear that my interview technique improved and therefore I developed as a researcher and more importantly, I was able to gather the information I needed. Therefore, I would say that although not perfect, the interviews were successful in discovering what I had set out to find and much more, as will be presented within the findings of this thesis.

To maintain confidentiality and anonymity all names have been changed. What is more, as only one participant is a male, the names chosen are non-gender specific and participants are referred as they.

Having discussed the process for students I will now move on to discuss the process undertaken for lecturers**.**

3.7   Early Years Lecturers

Inclusion criteria:

Early Years lecturers who had

- Been involved in the Fda Early Years programme

- At Bournemouth and Poole College

- Either as Programme leaders or unit tutors

- Between 2006-2015

3.7.1 Approaching lecturers

I wrote an email, inviting four lecturers of which I had details, to participate in the research project including my email and telephone number, in case they needed to find out any more information before agreeing to participate. Ideally, I would have liked to approach all the lecturers who had been involved with the programme, but this was not possible as some had moved either to another area of the country or abroad and there were no details available to locate them. The four lecturers contacted all agreed to participate and were then sent the information sheet and consent form (See appendices 3 and 6), and a mutually convenient time was arranged to meet for the interview.

The main strengths of approaching people known to me were that there was a sense of familiarity and the interviews were more relaxed. Byrne et al. (2015, p. 7) assert that peer interviewing can be beneficial to reduce although not eradicate "power differentials." Furthermore, having had the same types of experiences made it easier to relate to situations. Therefore, familiarity was beneficial in this instance. However, approaching people known to me could present bias and issues related to trust (Byrne et al. 2015), for instance, if I were to be wondering if the interviewee was being genuine. This was not the case as I did not have preconceived ideas of what to expect and did not have any reason not to trust these participants.

Another area that could have been problematic was if these participants had referred to other people known to both of us. However, as confidentiality was ensured at all times, this was again not an issue. When participants named other people, I did not include these names in the transcriptions and made sure these examples or opinions were not included within my findings as there was no relevance.

3.7.2 Information regarding the lecturers

Four lecturers who are all female and were involved in delivering the programme either as programme leaders or unit leaders, were interviewed. They all had at least 10 years' experience in teaching at the time of their interview. As with the other

group of participants, pseudonyms are used throughout, however, in this case female names have been used and throughout the chapter the title of Lecturer has been added, to further differentiate this group as it can be seen in table 8.

Pseudonym	Years involved with the Fda Early Years
Lecturer Sophie	5 Years
Lecturer Hannah	4 Years
Lecturer Carol	5 years
Lecturer Kate	2 years

Table 7:   Early Years Lecturers

3.7.3 Interviews with Early Years Lecturers

The interviews with Early Years lecturers took place after I had carried out all the interviews with the students. I interviewed four Early Years' lecturers, who, like myself, are or have been lecturers of Early Years' programmes within the areas of Bournemouth and Poole, to find out what is already in place to support students in developing their own social and emotional intelligence. All participants are female which was representative of the programme which never had male lecturers, perhaps due to the subject topic which traditionally has been female led. These trainers had a wealth of experience in delivering programmes of a similar nature and level. Due to time constraints and my mobility needs, it seemed realistic to narrow the interviewees to those who could be reached geographically, to make the collection of data achievable within the time frame available. Two of the four lecturers insisted on carrying out the interviews in my home.

I felt that since I knew them and they had previously visited my home, this would not be a major issue. This particular situation reminded me of the film about Stephen Hawking's life (The theory of everything 2014). In this film, it is portrayed that, as Hawking's health worsened and his disability became more challenging, he would invite his PhD students to live in his house and to take care of some of his personal needs and this instead of becoming an ethical issue helped both supervisor and supervisee engage in a more meaningful relationship based on mutual respect and with the knowledge of each other's humanity. My situation was

by no means the same, however the idea of accepting our own and others'
humanity and vulnerabilities, whilst maintaining a relationship based on respect,
resonated with me and these participants whom I had worked with previously. In
fact, two of them had been my lecturers whilst I was completing the programme.

Exploratory interviews were carried out in the form of open semi-structured interviews, with lecturers who have delivered the same or a similar programme in Bournemouth and Poole. These interviews were more relaxed as I felt I could contribute; they were more conversational and allowed me to expand on different ideas. The rationale for these interviews links to all the research questions and helped:

a) To find out what is already in place and if there are areas that I can learn from, that have already been implemented

b) To look at the bigger picture within my community, as it is for these types of provision that my practice development project should cater for

3.7.4 Interview Schedule

The general interview schedule for these participants was:

Welcome and introduction (completion of consent form and clarification of any
        issues)

Following this I asked the participants:

1. What is your understanding of socio-emotional intelligence?
2. What is your experience of current provision regarding social and emotional principles for students in the Fda Early years?
3. What are the strengths and weaknesses of the current provision?
4. Are there any gaps and areas for further development?
5. Do you have any other relevant information and experiences regarding the support to students in developing their socio-emotional intelligence?

I then thanked the interviewees and asked if they would like a final summary report.

Although I believed that there was a need to support students to develop their socio-emotional intelligence, based on my experience both as an Early Years student and lecturer, I aimed to remain open to the views of my participants and looked forward to being surprised. This was achieved by:

- Keeping responses within the context in which they were given (Mehra 2002). I managed to do this as I followed a pattern for all the interviews

- Avoiding reading too much into the responses of participants to make them fit with my objectives (Mehra 2002)

- Avoiding imposing my views by allowing participants to freely express themselves without interference and trying to maintain a sense of "otherness" (Gilbert 2001, p. 148). I anticipated that internal conflict was going to arise but instead I found that each participant added depth to my original ideas and provided me with a lot of information to reflect upon

- Continually remembering that "qualitative research is not static but developmental and dynamic" (Hammersley 2012, p. 50). I felt this with every interview at every stage. Constantly there were new ideas, all relevant and interesting. After every interview, I felt enthused with my new findings and excited about the variety of responses, of depth and of texture

3.7.5   Overview of Semi-structured interviews with Lecturers

The four lecturers' interviews were carried out between the 23rd of February and the 2nd of March 2015 and lasted between 30 and 90 minutes. Two of these interviews took place at BU Talbot campus, and two in my house as the participants are known former colleagues of mine and they suggested and insisted that this would be the best place to accommodate my mobility needs, as I was preparing for an operation that I needed to undergo not long after the interviews. To maintain confidentiality their names have been changed and since all lecturers are female I have purposefully changed them to clearly female names to further distinguish them from the students. All interviews were carried out at the participants' preferred place and on their preferred date and time.

3.8   Field Notes for both sets of participants

For both sets of interviews, I took field notes with relevant reflections after every interview to explore:

- Strengths and weaknesses of the interviews:

  I could see how my interviewing technique developed as I interviewed more people. At first I was quite scared of being seen to be "polluting" the interviews with my opinion and ideas. But as I progressed I felt more relaxed and able to prompt participants more effectively. Perhaps this inexperience affected some of my interviews, but sound qualitative research, although robust in its process does not have to be perfectly developed, especially within the context of a learning situation as is a doctoral journey (Holloway

and Brown 2012). What is more, at least in this case, the research is about people, their opinions and beliefs. The findings are relevant and useful and have informed the project and enriched my learning as a researcher

- Sense of the participants (mood, body language etc.):

One thing that I found quite surprising was that I thought I was going to be more receptive to my participants' overall sense of self. But when I was transcribing the interviews, I noticed a few times that I had missed certain emotional cues. For example, one of my interviewees arrived to the interview quite upset as they were dealing with some personal issues. I calmed them down and asked if it was still appropriate to carry out the interview. The participant said yes, however, during the interview there were moments where the participant's tone of voice became anxious and at one point there was a reference to their state of mind.

I did not notice this emotional cue and continued with the interview which in hindsight was quite thoughtless and emotionally unreceptive. This made me feel quite foolish, but it made me realise how much more there is still to learn about socio-emotional intelligence and the fact that we never stop learning, growing and improving. And although this interview could have gone better, the participant left relaxed and I managed to make them laugh which was a positive outcome. In other interviews I was more receptive and able to respond to my participants' sense of self, and throughout I used humour and clearly an authentic way of being, to which they responded positively.

- Sense of me (how I conducted the interviews etc.):

As qualitative researchers "we become a part of the process and part of the story we present "(Gilbert 2001, p.148). We do not just:

> "observe phenomenon and report it. Rather, we recognise that we observe and experience as a reality is filtered through various lenses, with the emotional context being one of these filters" (Gilbert 2001, p.148).

I realised early on that I was not as comfortable interviewing people as I thought I was going to be. I was constantly aware that I did not want to influence participants with my preconceived ideas and therefore in some interviews, at the beginning, I spoke very little and some ideas were

underdeveloped as I did not prompt participants to elaborate. I also realised that I am extremely positive with my responses. During all the interviews, there were a lot of "great', "fantastic" "really good" and many other positive reinforcement statements. I think this is the teacher in me; I try to always find something useful and positive about what has been said. I also found that these statements and some utterances, engaged the participants to elaborate at times.

According to Gilbert (2001, p. 148) "commitment to articulating alternative narratives about the nature of the academic production" is an important part of qualitative research. Nevertheless, Gilbert (2001, p. 130) notes that

> "taking emotions into account requires critical reflection, as a focus on emotions in research is often seen as a specialist concern."

Still, he concludes that investigating emotionally, "enriches our understanding of the data and our own interpretation of it" (Gilbert 2001, 130). This is something that resonates with me and my experience conducting the research for this project. One of the things that appeal to me the most about doing a professional doctorate, as opposed to a traditional PhD, is the fact that there is a reflective component that intertwines throughout. Another aspect that appeals to me is the notion that I am growing, developing and transforming holistically.

3.8.1 Transcription

Data were collected by audio recording of the semi-structured interviews (Holloway 1997), as mentioned above. I chose to use an app called quick voice to record the interviews on a password protected IPhone. I found this app to be of excellent quality; the sound was very clear and it recorded continuously and without obstruction. What is more, using an IPhone ensured the interviewees were not unfamiliar with the recording device which seemed to make them more comfortable.

The transcripts were typed and saved as word documents on my personal laptop under a private folder, where each participant was only identifiable to me by number to account for privacy and anonymity. It was a lengthy process and in hindsight I should have transcribed each interview after it was carried out, instead of how I did it which was all of the interviews at once in sequential order. I wrongly assumed that my perceptions and way of interviewing would be biased by having read the transcripts. The reality was that it became a very lengthy and tiring process.

Transcriptions took into account the meaning of the content and included utterances, long pauses or any sounds that were relevant to the answer, for example if the participants took a while to answer a question as they were thinking. All spoken words were recorded and due to the nature of this research, expressions which demonstrate emotions, such as laughter or nervousness were also recorded (Smith et al. 2009). For areas where I was not able to understand what was being said, I included the time and the term "inaudible" (See appendix 8 for transcription to show layout).

After each transcription, I read my reflections and added any new ideas that came to me during the transcriptions. It was an interesting exercise to further reflect on each interview with a more critical eye and distance which perhaps allowed me to be more objective.

I found the transcription process long and physically draining at times. It took me a long time to transcribe each interview especially due to pain in my hands and fatigue. Being so aware of my limitations was hard and there were times where I was very conscious of how my body is not able to keep up with my ideas and my expectations. It is a very peculiar feeling to be so full of enthusiasm and wanting to do and be so much more, and at the same time feeling as if my body is a prison of thorns and heavy metal that does not allow me to be free and drags me down, painfully, every single second of my existence. It does not give me a break.

Still, I found it an extremely useful experience to get to know the data well. I found myself surprised by the amount of enthusiasm and positivity that I can have even though at times, I knew I was in a lot of pain. I enjoyed finding out new things about the subject that I had not really paid attention to during the interviews. I was pleased that all the interviewees felt positive and there was a lot of laughter and I enjoyed listening to each of them again. Even going through the same sentences again and again was interesting as I always felt I was learning something new about the data, the participant and myself. It was also a very useful experience since some of the interviews, which I thought would not give me sufficient data as I felt they were too short, ended up giving me very valuable ideas. It taught me that interviews do not have to be long to be useful.

3.8.2 Ethical considerations

Macfarlane (2009, p. 4) asserts that:

> "Real" research is about the stuff of human life: hope, and disappointment, loyalty and betrayal, triumph and tragedy."

Consequently, especially when undertaking qualitative research, following a code of ethics may carry certain limitations due to the unforeseen, the ambiguous, and the unknown. However, there is an overall understanding of the need to be ethical to produce meaningful research whilst respecting all stakeholders. This, according to Macfarlane (2009, p. 4), can be achieved by focusing on the "character or virtues, of the researcher." I found this rather than restrictive, somewhat encouraging and freeing and a good opportunity to assert myself as an honest, transparent and respectful researcher searching and serving as a conduit to represent a reality of a time and a place. Developing a new form of truth, relevant to that moment, but relevant nonetheless.

However, I also believe that this virtue must be applied with practical wisdom (Schwartz and Sharpe 2010). There are rules, rights, laws and policies that must be followed when conducting research, such as gaining permission and accounting for vulnerable individuals, for example. These are not questionable as they are there as a way of protecting, demonstrating robustness and to an extent validity. Still, if ethical considerations were to be applied within a compartmentalised environment without room for flexibility, there would be no possibility of carrying out certain types of research. Thus, there is a need to know how to apply those ethical procedures in the right context, for the right purpose and at the right time. When and how is that 'right' gauged, depends on the researcher which should therefore, whilst having a set of clear guidelines, apply them as such, mere guidelines and not rules, taking into account the individual type of research. In my case, as an education researcher I need to be aware of the guidelines for carrying out research in education. Additionally, as a Bournemouth University student I needed to be aware and comply with their ethical protocol. How I did so in this instance is relevant to this project.

According to BERA (British Educational research association 2011, p. 4)

> "All educational research should be conducted within an ethical respect for:
> • "The person" - I attempted to do this by giving each participant time to reflect and contribute and in so doing, respecting each individual's

ideologies, culture, principles and rights; including my own. I made sure participants felt comfortable and chose to carry interviews in the participants' chosen place, date, and time. Furthermore, anonymity and confidentiality were adhered to throughout the whole process. For example, participants' names are not being used, instead students were named with gender neutral names and lecturers have been given female names. What is more, as only one student is male, the singular pronoun them/their has replaced him/her, she/he. This is a practice that is becoming widely accepted in order to not only anonymise individuals, but respect their right to identify as male, female or neither.

• "Knowledge" - By being true to the findings from both primary and secondary research, I have aimed to present this new found knowledge, resonating efficiently and clearly the ideas conveyed by my participants. Clearly my own experience and knowledge will influence my findings but that is part of the process of doing research, it is that new gained insight which is represented whilst still presenting and preserving that knowledge.

• "Democratic values" – I tried to achieve this by being fair to each participant's rights to be heard or choice not to contribute and, giving everyone a chance to explore their ideas and see the finished project. Within the findings I have attempted to voice all participants without priority or preference. I encouraged them to explore their experiences and understanding whilst respecting their need for privacy. I attempted to carry out all the interviews taking into account equality and diversity, and treated everyone with 'unconditional positive regard' so they felt valued and able to express themselves freely. All participants were offered the opportunity to read the transcription and see if there was anything else to contribute and for them to know that their contribution would be voiced effectively, but none of the participants took this up.

• "The quality of educational research" - This was accomplished by following ethical guidelines at all times and having a succinct and robust methodology approved during the transfer viva. Carrying out a thematic analysis allowed me to maintain a systematic approach to carrying out qualitative research. Attending the supervisory sessions helped me gain an understanding of the

theoretical and practical issues of engaging with research. What is more, constant support from my supervisors ensured I had guidance to develop sound and relevant research practices.

• "Academic freedom" was and is, sought throughout each stage of this research by expressing freely and independently ideas and findings, whilst maintaining professionalism and making a contribution to academia and professional practice.

Therefore, transparency, consent, anonymity and constant reflexivity were applied throughout this research project. Participants were clear from the beginning of the project, about its expectations, aims and implications. They were also made aware of their right to change their mind at any point and leave the project if they wished to do so. None of those involved in the project withdrew.

In this instance, based on the topics covered in a Foundation degree, I did not have any moral conflicts. Although during the interviews, there were times where I felt somehow restricted as a researcher to have an input, in case I could create biased or influence the participants' responses. This was particularly challenging in the first two interviews carried out with the students. As I transcribed the information, I reflected a great deal about my role as a practitioner, researcher, teacher and colleague. I found it difficult hearing myself missing cues or perhaps not being assertive enough to keep to the point. Thus, I think that the conflicts that emerged were more of a personal nature and of my identity as a researcher/ practitioner.

Interviewing former students and known colleagues will bring some ethical issues that needed to be considered, some of which I have already mentioned previously. Generally maintaining confidentiality, getting consent and ensuring anonymity would be the starting point to manage ethical issues. In this instance, I also needed to consider how they would view my role as a researcher since they had known me in a different capacity and this could have influenced how each of them answered the interview.

According to Mann (2016), trust and rapport are important in order to have meaningful interviews that provide rich qualitative data, and this can sometimes be difficult to achieve. As I knew each participant and we already had built rapport, this

was not an issue. Only one of the interviewees seemed nervous but by their own admission they did not like to be recorded. When I suggested we could stop they did not want to and as the interview progressed they began to relax which was visible from their body language and length of responses.

I did feel that at every stage of this research when an ethical dilemma arose, for instance the location for the interviews, I took into account the code of ethics that the five principles of educational research describe, as an attempt to be impartial and at all times act in a moral way. I attempted to constantly remain "thoughtful and reflexive" (Atkins and Wallace 2012, p. 31). To me it was important to understand how my "values and beliefs affect a situation (Fulton et al. 2013, p. 38), and to situate and make sense of these values, principles and suppositions within the context of this research project to be "in the best interest of all concerned" (Atkins and Wallace 2012, p 31). Indeed, by developing and including a personal narrative, which is integral to the Prof Doc journey, I found myself constantly doing so. Perhaps if I had engaged in a traditional PhD this would have been more challenging as I would not have given so much importance to my feelings and emotions as well as to my own relevance to this research project.

Throughout this project, ethical procedures were adhered to by taking into consideration Bournemouth University ethics committee guidelines. Permission was sought to take into account participants' confidentiality, privacy and anonymity (Bell 2010; Atkins and Wallace 2012; Holloway and Brown 2012). At every step of the journey, I made sure that all participants were clear about their involvement in the project. The ethics checklist was completed online and all relevant information presented in the transfer viva (see appendices for ethics forms). Additionally, no rewards were offered in return for participation and there was no coercion (Oppenheim 1992).

As a partner college for this programme, The Bournemouth and Poole College adhered to Bournemouth university ethics and guidelines. Nevertheless, I gained permission from the programme leader of the Fda Early Years to contact students within the programme for the purposes of this research project.
At all times the welfare of all the participants was considered, even if that meant "compromising the impact of the research" (Cohen et al. 2007, p. 59). Aside from rescheduling some of the meetings, there were no other issues. Cohen et al. (2007)

state that it is also important to know who will benefit from the research undertaken, in order to minimise bias. They refer to situations where participants might be at risk or not able to benefit in any way, and where the researcher may be the only one who benefits.

The research I carried out benefited me greatly as a researcher, as a practitioner and as a human being. I have learned many skills; I have engaged in so much thought and reflection and I have developed my own understanding and personal beliefs. I feel as if I had come into this process as a caterpillar and emerged as a butterfly with so much more still to explore and so much more knowledge to gain. To me, this doctorate has been much more than a qualification - it has been a constant evolvement of my being.

At first I thought that the research project may not directly benefit the participants, although it is clear from the interviews that they enjoyed contributing to Early Years research and being able to reflect. In fact, the participants' desire to influence practice, which was stated in the information sheet, may have contributed to their participation. Furthermore, the practice development tool could benefit them in the future. Consequently, I have informed them that it is already available and they have access to it.

What is more, findings will also benefit those undertaking an Fda Early Years, as it will propose the new toolkit to support students in developing their social and emotional skills. Some of the findings from this project could be implemented by the lecturers who took part in the interviews as well as others who learn about the project, and that could benefit students to continue developing their own socio-emotional intelligence. Therefore, I believe all stakeholders have, can and will benefit from this project.

3.9   Health and safety

I was aware that since we were discussing emotions and social experiences, interviewees could become upset during or after the interview. According to Labott et al. (2016, p. 1), those with "pre-existing depression or posttraumatic stress disorder (PTSD) are more vulnerable to distress" and this could affect some participants when discussing sensitive topics. The risk for this was minimised as the participants had an information sheet telling them about the project so they knew

what was going to be discussed. They also knew that they could withdraw at any point and the interviews were conducted in their preferred place. What is more, I signposted participants to support services (hotline and counselling) in case they became distressed and I assured them that they could contact me with any questions or worries following our meeting but up to date, no one has contacted me.

A research ethics checklist was completed online (See appendix 2). – I did not carry out any lone work due to my mobility limitations (a support worker is always near in case I need them), so that was not a consideration. However, spaces which are accessible were used and care was taken to make sure my health did not suffer by using pacing strategies. All areas where the interviews took place were checked for accessibility and participants were made aware of fire exits as appropriate.

Regarding my emotional wellbeing, I knew the university procedures to follow in case I became upset or needed support. I also ensured that my timetable or agenda was not full after each interview as I knew I would be tired due to my health condition.

Having discussed the data collection process, I will now move onto the data analysis.

3.10 Data analysis
I hope to learn much more when I listen again and again to the interviews, about the process, about the subject, about myself. I hope all of that informs my writing and that what I develop at the end, is a meaningful toolkit, in whatever form it takes that enriches Early Years training provision.

Each interview was collected and analysed separately and then fully explored, through the thematic analysis approach proposed by Braun and Clarke (2006) where codes and themes are identified.

I approached the thematic analysis in the following manner:
1) Each student's interview was explored by listening and reading the transcriptions many times as well as my own reflections, and making notes or highlighting

relevant information. I identified here that my interviewing technique developed as the interviews took place and I sounded more relaxed.

2) Each lecturer's interview was explored again by listening and reading the transcript many times, "deciphering categories, themes and concepts by constantly listening" to the recordings (Joseph 2008, p. 97). Also, by making notes of my reflections and anything that seemed relevant. At this point I noticed that the language used by these participants was different to previous interviews I had analysed. I also noticed how my technique which was more relaxed, allowed me to explore some ideas in more depth as participants were asked to elaborate on their responses, and I felt I could add to the conversation.

3) Once I had explored all the interviews, I began a comparison in search of similarities, patterns and differences, becoming familiar with the data and generating codes. I learned how to use NVivo (QDA training 2013a, 2013b), which I used for this part of the analysis to gather information and to create queries, for example looking at terminology. I was able to identify 26 codes to begin with, and using this software was useful as it allowed me to store different searches, which I was then able to use for the practice development and also to further link terms and find patterns, for example. At this point, I became aware of themes emerging from the data and I was able to identify five themes. I found this part of the process more challenging as codes fitted in more than one theme, so I had to arrange and rearrange them many times until I felt comfortable that the themes were suitable to address the aim of this project.

4) I then began an in-depth analysis of all the experiences, ideas and meanings that both types of participants shared regarding the subject by immersing myself in the raw data, reading or listening to the recordings many times to be able to put the participant at the centre of my research. Here, I attempted to carry out an "embodied interpretation" (Galvin and Todres 2013, p. 166) which in fact was not a clear process. It involved "back and forth engagement with the text" (Galvin and Todres 2013, p. 166), thinking deeply about how to best represent the words and ideas I had heard and the interactions I had experienced. It was a process of discovery within a holistic reflexive approach, attempting to be as open as possible and not letting judgement or prior knowledge get in the way of the authenticity of the

information I had received. I attempted to find the words which would "carry forward the textural dimensions of experience" (Todres and Galvin, 2008, p. 568).

5) I conducted a comparison of the key messages from all the interviews (searching for themes), taking into account the literature review and my field notes to find similarities, differences, corroborations or any new information (reviewing and defining themes). Throughout, I took on a reflective approach of my "own perceptions, conceptions and processes" (Smith et al. 2009, p. 80), attempting at all times to be true to the data and open to unexpected findings. It is important to point out that I had to go from stage four to five back and forth to corroborate ideas and findings many times.

Regarding thematic analysis, it is important when applying it, to make sure that the findings say something about the participants "as a whole" (King and Horrocks 2010, p. 150), therefore, the need to look for patterns and commonalities. Still it is also relevant to look for what is different within the data set. I was very aware from the first interview that each participant came with a set of previous knowledge based on their own experience. What I was not prepared for was the fact that their own present situation, for example relating to work, home or personal issues, as well as their own understanding or ability to self-reflect, would also affect the way in which they answered some of the questions and this must not be neglected.

For example, one participant kept answering all the questions linking back to their practice and the children in their setting:

> Interviewer: "Well the first thing I want to find out is your understanding of socio-emotional intelligence? To you what does that mean?"
>
> Interviewee: " Within the setting, not personally but within the setting children have to have socio-emotional intelligence before they can do anything else, so they've got to be social with their they've got to be able to sit quietly peers to interact and to play to rely their needs if they need to go to the toilet if they are unhappy with someone in their peer group to be able to communicate with an adult they've got to feel that they've got the self-esteem to tell you that, they need, that they are not happy for their needs."

Another participant who had just been appointed as a manager in their setting asserted:

> "I relate it to wellbeing of children and staff in the setting and... How you interact with other people how they interact with you... But I think it varies according to the level of experience that you've had your early experiences."

By doing so, this participant related their current experience as a manager and referred to levels of experience.

3.11 Coding process

I found researcher-derived codes (Braun and Clarke 2013), based on my conceptual understanding of the subject and also with the objective of answering the aims of the research question. I decided to do this, especially with the data collected from the students, as sometimes the meaning of the information requested was there but the labelling of it was not explicitly present. Braun and Clarke (2013, p. 207) liken the analyst with a sculptor where:

> "Two different sculptors with different tools, techniques, experiences would produce (somewhat) different sculptures from the same piece of marble. Likewise, two researchers would code the same data set somewhat differently."

I feel comfortable with this notion as by no means am I stating that my findings are the whole reality or truth of a situation, but rather a prism of the array of data I have been able to capture and the way in which I have understood it at present. It may be that in a different point in my life I would find other things and explore different areas of the data. That is one of the joys of being a qualitative researcher; there is always something new, nothing is set in stone and we are never experts in any given field. There is more to know, to gain and to achieve but there is also the satisfaction and sense of achievement for what we have learned, gained and understood today.

3.12 Reflection after transcribing the interviews

I am thinking about all the things that I need to discover during this journey; it is going to be quite complicated but quite interesting. I have been doing this doctorate for several years and I feel that I have learned and changed a great deal having grown a lot and learnt much about myself. I learned that socio-emotional intelligence is something that we all have in the sense that it is within us; because I do think it is within us, it is tacit within ourselves, we just need to tap it in the right place, if you will.

During the interviews with the students it was interesting because I realised that most of them understand socio-emotional intelligence as they can say things about it but there is no definite definition, and I think one is needed. Something as part of

my dissertation must have a definition of socio-emotional intelligence so that they can apply it - not only for the students themselves but for the lecturers as well.

I realised during the interviews with the students that I still have a lot to learn about interviewing and active listening because although I thought I was an active listener, there were times where I felt that I had to be present in the moment and I was focused on my aim, consequently missing some aspect of our social interaction. I only noticed this once I was listening to the transcriptions. Students acknowledged that socio-emotional intelligence was important but a lot of them attribute it to the importance of developing it for the children in their care and not for themselves. I would like them to be able to own it and to be able to really take the time to engage with those insightful moments where they can learn from.

The following chapter presents the themes and discussion based on the qualitative findings from this research project. These consider all the data collected as well as links to relevant literature and reflections throughout.

Chapter 4   Themes and Discussion

4.1   Introduction

This chapter begins by exploring how the thematic analysis was carried out. It demonstrates in a sequential way how codes were identified and from those the themes that were created. It then presents the themes and discussion of the research component of the doctoral thesis which in turn informs the practice development component of this project.

I applied thematic analysis as a way to interpret and present the information, creating themes from the selective coding data found, based on Braun and Clarke's (2013) methodological guidelines. Braun and Clarke (2013) suggest that within a thematic analysis there are times when findings and discussion ought to be integrated or presented together to avoid repetition. Echoing their views, but also since it makes more sense from a sequential point of view, I have included the discussion interwoven throughout each theme.

This chapter will present and analyse each of the themes, considering the literature review presented in chapter two, as well as more recent sources or ideas that were not explored within the literature review. Some of these have emerged within the themes, for example the notion of wellbeing. In addition, I have also included sources discussing notions that relate to this thesis and that have informed my thinking, for example ideas I have learned during conferences and further reading. What is more, there were areas found in the data set that have not been analysed or included in this chapter. For instance, some participants gave specific examples of children within their setting. Since this dissertation is not exploring socio-emotional intelligence in children, these have been omitted.

4.2   Codes

I then attempted to address the research questions:

1) What are the experiences of students in reflecting on their own social and emotional intelligence whilst completing an Fda Early Years?

2) What are the experiences of students in applying social and emotional intelligence in their practice?

3) Is there a need for development within the Fda provision? If yes,

a. What are the gaps in the development whilst completing an Fda Early Years?

b. What form of development would be most acceptable to students?

I created these codes from the interviews carried out with the students and lecturers:

CODES
1. Children
2. Confidence
3. Counselling
4. Current practice
5. Definition (Students)
6. Definitions (Lecturers)
7. Developing socio-emotional intelligence
8. Experience of applying socio-emotional intelligence
9. Gaps in current practice
10. Its ok to fail
11. Knowledge gives confidence
12. Lecturer
13. Lived experience
14. Personal fears
15. Practice development
16. Practice makes perfect
17. Rationale for supporting development of socio-emotional intelligence
18. Reflection
19. Role modelling
20. Self-awareness
21. Socio-emotional intelligence is always being happy
22. Strengths of provision
23. Support
24. Tacit knowledge
25. Teamwork
26. Time

Table 8:   Codes –for both student and lecturers' interviews

I knew that all of these would not be relevant as they did not all relate to the research questions and could therefore be omitted whilst others could be integrated or mixed.

4.3 Themes

Based on the codes presented above, the following possible themes began to emerge:

Meaning	Application	New ideas	SEI is ingrainned	Practice
•What it is to them? •Labelling •Socio-emotional literacy •Emerge from within •Theory based practice •Masking •Its ok not to be ok •Fear of failure •Learn from mistakes	•Based on theory •Social learning •Volume •Balance •Judgement	•Wellbeing •More than iq •Socio-emotional wisdom •Not control but manage	•Practicing •Lived experience •Social learning •Modelling •Reflecting	•Role of the academic •Learning environment •Counselling skills •Embedding

Figure 8:   Emerging Themes from student and lecturers' interviews

This process took a long time and the codes and themes continuously changed, especially as some could be amalgamated. For instance, the theme 'social learning'' appeared as part of the application to practice but also as a development tool. Furthermore, the themes seemed too clinical and far removed from the data. Consequently, after months of becoming very familiar and attuned to the findings and guided by relevant quotes and ideas found within the sources.

Following this, I created the following themes and sub themes:

What does socio-emotional intelligence mean to students?	The way that I and others feel	
What does socio-emotional intelligence mean to lecturers?	Understanding me understanding you	These could address objective 1

```
┌──────────────────────────────┐     ┌──────────────────┐
│ What does socio-emotional    │─────│ The way that I   │────┐
│ intelligence mean to students?│    │ and others feel  │    │  ┌──────────────┐
└──────────────────────────────┘     └──────────────────┘    ├──│ These could  │
┌──────────────────────────────┐     ┌──────────────────┐    │  │ address      │
│ What does socio-emotional    │─────│ Understanding me │────┘  │ objective 1  │
│ intelligence mean to lecturers?│   │ understanding you│       └──────────────┘
└──────────────────────────────┘     └──────────────────┘
```

What you say affects everybody

I've come to realise recently

The importance of the lived experience

Socio-emotional intelligence is ingrained

Emerges from within but develops

Upsetting my social balance

Plaster that smile

Managing feelings rather than keeping them shut away

These could address objective 2

Plant a seed

Social learning

As long as I got them through their assignments

It was a big help that I had someone in the same boat

Knowledge gives you confidence

The lecturer's role

Reflection is almost like a token statement

The learning environment

We are about transforming people

These could address objective 3

Often when i'm teaching reflection it feels like i'm teaching counselling

We probably should be helping them to manage some quite complex emotions

Figure 9:   Emerging Themes from students and lecturer interviews

Nevertheless, there were too many emerging themes and this could create confusion. In order to avoid this, I decided to go back to the main objectives to identify which of these themes could address them. Consequently, I developed the same findings in a more sequential way and therefore the updated diagram will differ slightly from the one illustrated above.

This process, although presented in a linear manner where there are groups and sub groups in order to address the research questions, was not a linear process. I went over the interviews many times finding many different connections in various places and alternating ideas that could be placed within different headings. Although it was clear to me that most findings were related to each other, I wanted to find a sense of order that would make sense to the reader whilst being true to the findings.

Consequently, the themes within this chapter are presented in a sequential order to demonstrate a sense of progression and are developed by addressing the research questions, even though these themes were not found in this particular order.

Additionally, having interviewed the lecturers and taken into account some of the students' responses, a further line of enquiry and type of knowledge has been developed. This is represented through the inclusion of the responses from lecturers within this chapter. For instance, originally Question 1: What are the experiences of students in reflecting on their own socio-emotional intelligence whilst completing an Fda Early Years? did not include the views of lecturers:
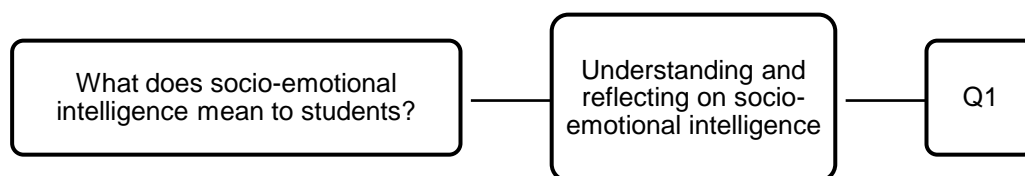
Figure 10:   Relating the findings to Question 1

However, since it was also important to gauge the knowledge and understanding of socio-emotional intelligence by the lecturers, within the findings I have included their views. What is more, I was also interested in finding out if there were similarities and differences within their responses.

Consequently, a final area was added where both sets of definitions are discussed together (see Figure 11):
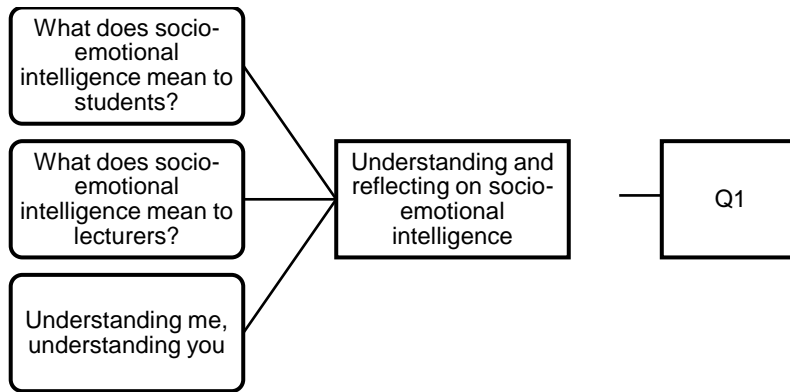
Figure 11:   Relating findings to question 1 –development

For the rest of the findings, I decided to integrate the responses from both sets of participants in order to avoid repetition.

Regarding question 2 which enquired about the experiences of applying socio-emotional intelligence, I also found from the themes that it was important to discuss how it develops. Therefore, following my findings, I added a line of enquiry within this question.
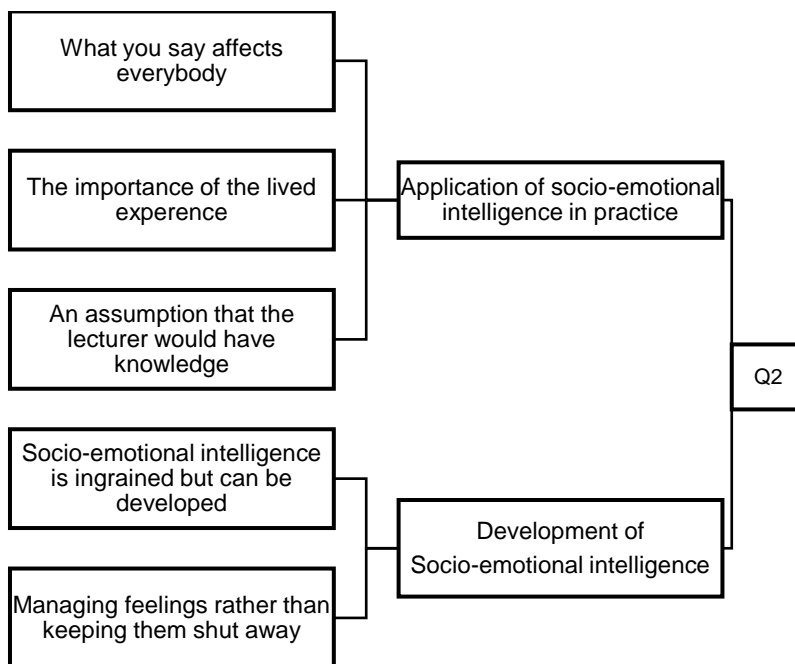
Figure 12:   Question 2-futher development of area of enquiry

Regarding question 3: is there a need for development within the Fda Early Years provision? I felt it was also important to investigate what was already in place within the programme to support students in developing their socio-emotional intelligence.

Once that was established, the gaps for provision could be identified. This is illustrated where I have added to the question (See Table 9)

Original Question	Revised Question
3) Is there a need for development within the Fda provision? If yes,	3) Is there a need for development? If yes,
a. What are the gaps in the development whilst completing an Fda Early Years?	**a. What is already in place to support students in developing their socio-emotional intelligence?**
b. What form of development would be most acceptable to students?	b. What are the gaps in their development whilst completing an Fda Early Years?
	What form of development would be most acceptable to students?

Table 9:   Question 3-further development of area for enquiry

The following figure illustrates how the findings addressed question 3:
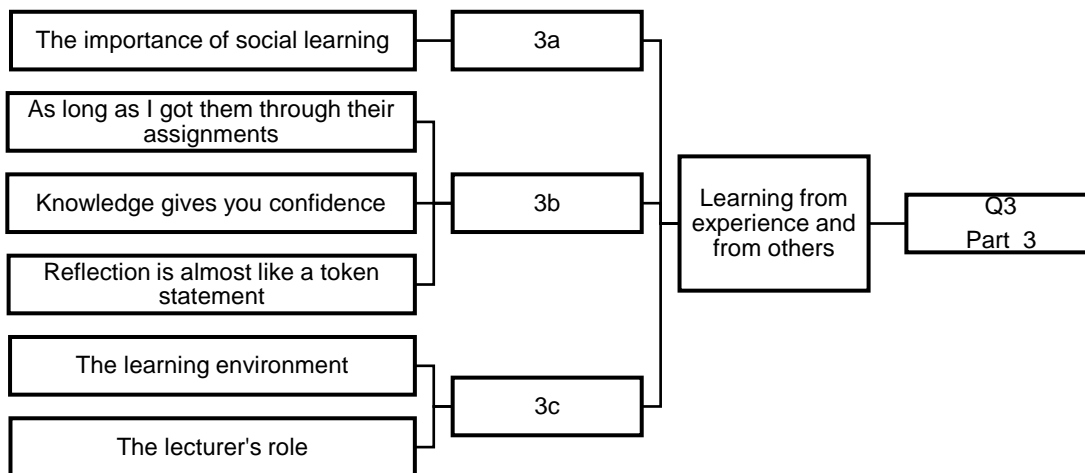
Figure 13:   Question 3 Further development of area of enquiry

Within 3c there were two distinctive areas. One was the learning environment and the other the lecturer's role.

Once I identified that the themes in fact addressed the research questions, I decided to present them in the following sequence with three overarching themes:

- Part one: Understanding and reflecting on socio-emotional intelligence
- Part two: Application and development of socio-emotional intelligence
- Part 3: Learning from experience and from others

Figure 14 illustrates the final order and overarching themes which address the research questions.

```
┌──────────────┐   ┌────────────────────────────────────┐
│              │   │ What does socio-emotional intelligence│
│Overarching theme│─┤      mean to students?              │
│      1       │   └────────────────────────────────────┘
│              │   ┌────────────────────────────────────┐
│Understanding and│─┤ What does socio-emotional intelligence│
│reflecting on socio-│      mean to lecturers?           │
│  emotional   │   └────────────────────────────────────┘
│ intelligence │   ┌────────────────────────────────────┐
│              │─┤   Understanding me, understanding you  │
└──────────────┘   └────────────────────────────────────┘
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┌──────────────┐   ┌────────────────────────────────────┐
│   │   │   What you say affects everybody   │
│Overarching theme│   └────────────────────────────────────┘
│   2   │   ┌────────────────────────────────────┐
│   │   │ The importance of the lived experience│
│Application and│   └────────────────────────────────────┘
│development of │   ┌────────────────────────────────────┐
│socio-emotional│   │ An assumption that the lecturer would │
│intelligence in│   │   have knowledge   │
│ practice   │   └────────────────────────────────────┘
│   │   ┌────────────────────────────────────┐
│   │   │ Socio-emotional intelligence is ingrained│
│   │   │   but can be developed   │
│   │   └────────────────────────────────────┘
└──────────────┘   ┌────────────────────────────────────┐
                   │ Managing feelings rather than keeping │
                   │   them shut away   │
                   └────────────────────────────────────┘

┌──────────────┐   ┌──────────────┐ ┌────────────────────────┐
│   │   │Current practice│──│The importance of social learning│
│Overarching theme│   └──────────────┘ └────────────────────────┘
│   3   │   ┌────────────────────────┐
│   │   │ As long as I got them through│
│Learning from │   ┌──────────────┐   │   their assignments │
│experience and│   │   Gaps in   │────└────────────────────────┘
│ from others │   │   practice   │   ┌────────────────────────┐
│   │   └──────────────┘   │Knowledge gives you confidence│
│   │   └────────────────────────┘
│   │   ┌────────────────────────┐
│   │   │ Reflection is almost like a token│
│   │   │   statement   │
│   │   └────────────────────────┘
│   │   ┌──────────────┐   ┌────────────────────────┐
│   │   │Oportunities for│   │ The learning environment│
│   │   │   practice   │────└────────────────────────┘
│   │   │ development │   ┌────────────────────────┐
└──────────────┘   └──────────────┘   │   The lecturer's role   │
                                       └────────────────────────┘

Figure 14:   Themes

This figure illustrates the final stage undertaken to develop the overarching
themes found within the data. The following section develops each of these
themes fully into subthemes, taking into account relevant literature and
emerging ideas.

4.4 Overarching theme 1: Understanding and reflecting on socio-emotional intelligence

To find out if students had an understanding of socio-emotional intelligence and if they were able to reflect on their own socio-emotional intelligence, it was important to gauge how they defined the subject. Furthermore, to ascertain if there is a need for further development within their learning environment, it was also important to know if the lecturers who traditionally teach students at this level were knowledgeable in the subject. This part presents both premises whilst intertwining a discussion considering relevant literature. The three subthemes are described in turn
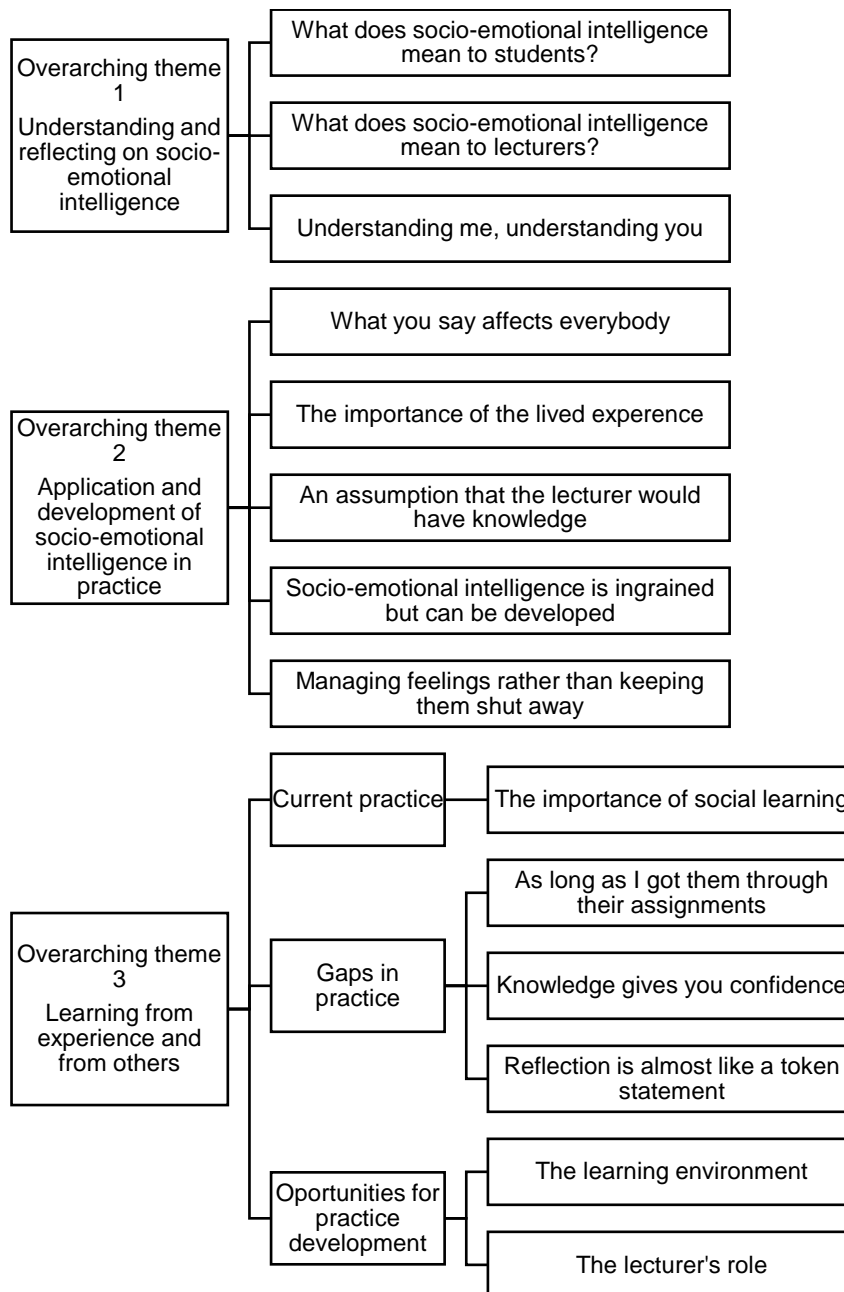
4.4.1 Subtheme 1: What does socio-emotional intelligence mean to Early Years students?

All students saw socio-emotional intelligence as important. Spencer went even further when expressing that it was the basis for everything. They each provided meaningful descriptions of socio-emotional intelligence. These definitions were rich in texture and intertwined their own experience with the knowledge that they had gained of the subject, some whilst completing their Fda. For example, Charlie stated that:

> "Social and emotional intelligence is how you feel and react about something at the time and how you then reflect on those actions and those feelings and how you dealt with a particular something to then deal with something else and in the future reflecting on how that went previously"

It was clear that they were aware of aspects of socio-emotional intelligence and could articulate in various degrees some of its characteristics. This was evident when referring to children within their setting. Jules asserted:

> "I relate it to wellbeing of children and staff in the setting and how you interact with other people how they interact with you. But I think it varies according to the level of experience that you've had, your early experiences."

Additionally, Sam said it was about how people "understand the wants and needs of others." As mentioned in the literature review, part of the requirements of working in Early Years is to have an understanding of personal, social and emotional development to support children effectively to develop these skills (DFES 2005a; Humphrey et al. 2008; Allen 2011; DFE 2012). Therefore, it was not surprising that students understand the subject. This was further substantiated by them, for instance Spencer mentioned:

> "I've come to learn that it [socio-emotional intelligence] is the basis for everything else so obviously within the curriculum I teach PSED (personal, social and emotional development), it is one of the prime areas and I understand that if you have that as a good foundation everything else can be built upon that."

Similarly, Danny asserted that in "Early Years education there's been a really big drive on children's emotional wellbeing." Thus, having a working knowledge of the subject made sense to these participants.

Some students related it to themselves and were aware of the personal qualities required to be socio-emotionally intelligent, especially considering the principles of emotional intelligence. They defined it in relation to their feelings and emotions as defined by Gardner (2000). These feelings according to Lou, "could be anything from being terribly upset to ecstatically happy" thus demonstrating an understanding of the many different feelings and emotions present. Students associated socio-emotional intelligence to personal understanding of feelings and emotions and how they or others react to those, notions which would concur with Goleman's (1996) view of emotional intelligence. This is also clear when Max talked about being able to "read emotions" in others.

Taking into account that the job they do requires them to be amongst other things empathic, caring and nurturing (Galton 2007), it is not surprising that students linked the subject mostly to those types of attributes. What is more, even when talking about other people, most students referred to others' emotions and being able to understand them. Brackett et al. (2004) talked about emotional intelligence in terms of perceiving, expressing, understanding and managing emotions. This is echoed by all students who use that type of terminology within their definitions. Nevertheless, there was little discussion regarding socialization or integration from the point of view of students apart from mentions by Lou and Alex.

Most theorists, but not all, see socio-emotional intelligence as a dual concept (social-emotional) as previously found in the literature review. Goleman (1996) even places social intelligence within the larger umbrella of emotional intelligence as a subcategory. It seems that this emphasis on emotions has influenced current thinking and this is evident in some of the responses from the students. For instance, Charlie's response presented above, where even though they attempted

to define social and emotional intelligence there is a clear emphasis on the individual's feelings and reactions and how these are reflected upon.

Still, within his definition, Goleman argues that emotional intelligence is an ability to understand and manage feelings, and relationships which would imply that both the feelings and the relationships are equally important. This is further asserted when Goleman (2007, p. 83) highlights that "all emotions are social" and by doing so reiterates their equal stance. However, it seems that this notion has not been fully accepted until more recently (Bar-On 2005; Payton et al. 2008; Jennings and Greenberg 2009; Devis-Rozental 2014, 2016).

This lack of integration for the terms is further evidenced as some students did not really explore the social aspect of socio-emotional intelligence. For example, Mel told me that it is "the way that I feel about things and the way that people feel about things." This concise response by Mel accounted for their own and others' feelings, whilst not really exploring the social aspect of socio-emotional intelligence. As I first began looking at the data it appeared that some students neglected to consider areas such as rapport, social cognition or attunement which would be more related to the social realms of socio-emotional intelligence (Goleman 2007).

It could be that the idea of social intelligence is not as recognized and this is a concern as students have to support children to learn to share, work in groups and get along with each other. Thus, a stronger understanding of this part of socio-emotional intelligence would help in this regard. This has also been highlighted in the literature by authors such as Brown and Conroy (2011) when looking at early intervention, or Zakrewski (2013) referring to teacher training for example. Nevertheless, this lack of emphasis on social intelligence was not found in the accounts of all students interviewed. For instance, Lou talked about the ability to socialise and listen to others, which would link to Goleman's (2007) social awareness, whilst Alex mentioned the importance of interacting well with others, relatable to Goleman's (2007) social facility. Additionally, these could also be relatable to Gardner's (2000) interpersonal intelligence.

There were some ideas raised by the students that cannot be seen as a natural fit within the realms of socio-emotional capabilities as a type of intelligence. Especially if explored in the context of a cognitive capacity like Cantor and Kilstrom (1987)

when discussing social intelligence as a personal understanding; or looking at Albreght's (2006) model of social intelligence with a clear emphasis on cognition. One of these ideas raised by the students was that of wellbeing. Both Jules and Spencer when defining socio-emotional intelligence related it to personal wellbeing; this is something I had not come across and is an area that will perhaps need to be further explored. I did not ask them to expand on this idea of wellbeing so that they could have given me a clearer indication of what they meant. Nevertheless, reviewing their interviews, it is clear that they referred to feeling good about themselves, having confidence, inner strength and building positive relationships.

For instance, Alex talked about "having the inner confidence in yourself" and Spencer explained that being socio-emotionally intelligent is when "your wellbeing has to be met for you to be able to take care of the children and other members of the team." This idea of overall wellbeing links to theories of holistic development such as Kataria's (2011) theory where body and mind are intrinsically linked. Furthermore, there is a wealth of evidence which demonstrates how emotions and social interactions can have positive and negative effects on people's health (DePaulo et al. 1996; Charney 2004; Cousins 2005; Faris and McCarroll 2010; Douglas and Hill 2011). Consequently, the students' notion of the link between emotions and sense of wellbeing is supported by the literature.

From the findings above it can be seen that students saw socio-emotional intelligence with an emphasis on personal development, wellbeing and other humanistic concepts. This is something that positive psychology encompasses within its realms (Seligman 2011). When I first began developing the literature review, perhaps because my work and ideologies were heavily influenced by humanistic principles, I had not come across positive psychology. Nevertheless, as I have been studying it within this last year, I can see how some of it relates to this dissertation. In fact, one of the areas of positive psychology is emotional intelligence (Seligman 2011).

Based on Maslow's hierarchy of needs, and taking into account some humanistic concepts developed by Rogers (1961, p. 63) such as "unconditional positive regard", positive psychology is concerned with the study of that which makes people flourish and thrive and our lives "worth living" (Grenville-Cleave 2012, p. 1). This definition touches on some of the ideas that students have referred to when

discussing socio-emotional intelligence, such as when Spencer talked about how our wellbeing "has to be met." Interestingly, this can also be correlated to the Triarchic theory of successful intelligence presented in the review. Developed by Sternberg (2010), this theory is defined as:

> "the skills in achieving whatever it is you want to attain in your life within your sociocultural context, by capitalising on your strengths and compensating for, or correcting, your weaknesses."

Here there is a clear emphasis on development in order to thrive; something identified by students as a way of being socio-emotionally intelligent in order to, for instance, aid a personal understanding. What is more, this refers to the main purpose of positive psychology as well as Maslow's hierarchy of needs when aiming to self-actualise.

Conversely, the fact that students associated wellbeing with socio-emotional intelligence is not something that is usually explored. In fact, according to Kristjánsson (2007), Goleman measures success with an emphasis on achievements rather than wellbeing as for instance, Aristotle (ca 350BC) would. What is more, especially in the last two decades, emotional intelligence has been typically explored in the business and management world. And when it has been discussed within the education arena, it is usually geared towards achievement, attainment and classroom management rather than support for personal growth.

Nevertheless, there are those such as Grant and Kinman (2012) who whilst exploring the need to develop resilience -one of the attributes of socio-emotional intelligence - in social work students, delivered a series of "wellbeing days", to amongst other things, "enhance social support and promote wellbeing" (Grant and Kinman 2012, p. 612). Wellbeing was also explored by Collie et al. (2012) who found that teachers relate job satisfaction to their own social and emotional wellbeing, but also the wellbeing of their students.

This is evident within the students' responses, for instance when Danny asserted that in "Early Years education there's been a really big drive on children's emotional wellbeing". Thus, there seems to be a common idea that overall wellbeing is an important aspect within social and emotional development. and perhaps should be integrated in some way within the practice development component of this doctorate.

One of the main aims of positive psychology is to achieve wellbeing (Grenville-Cleave 2012). Seligman (2011), one of the founding members of the positive psychology movement, developed a model to describe a new theory of wellbeing and happiness which could be applicable in this dissertation given the emphasis of wellbeing referred to by some students in relation to socio-emotional intelligence. The model called PERMA, is divided between five core elements that can help individuals reach "a life of fulfillment" (Magyar-Moe 2015, p. 66). These elements are:

- Positive emotions: Uplifting mood.
- Engagement: being totally immersed in something.
- Relationships: "supportive interpersonal connections" (Grenville-Cleave 2012, p. 13).
- Meaning: finding a purpose in life.
- Accomplishment: "achievement, success and mastery" (Grenville-Cleave 2012, p. 14).

These elements to achieve wellbeing can be directly linked to areas of socio-emotional intelligence developed by various theorists, but also to some of the ideas given by students, as seen in table 10

PERMA (Seligman 2011)	Socio-emotional intelligence	Students
Positive emotions	Empathy (Goleman 1996; Albreght 2006)	All students
Engagement	Motivation (Goleman 1996) Coping with daily demands (Bar-On 2005)	Dealing with situations (Charlie)
Relationships	Social Skill (Goleman 1996) Social awareness (Goleman 2007) Social facility (Goleman 2007) Presence, clarity, situational awareness (Albreght 2006) Understanding others (Bar-On 2005)	Interacting with people (Charlie)
Meaning	Demonstrate caring and concern for others (Payton et al. 2008)	The way others feel about things (Mel)

Accomplishment	Set and achieve positive goals (Payton et al. 2008)	Your wellbeing has to be met (Spencer)

Table 10:   Relatable Terminology

It is clear that some of these many different views, terminologies and definitions could be the same ideas presented in various different ways. In fact, the table above only encompasses the relatable information regarding a definition and only takes into account the students' views. Including the views of the lecturers and the other areas explored within this dissertation would increase this table greatly as there are converging views throughout.

Consequently, it seems that there are many theorists discussing similar issues from different points of view, and this array of information most likely influenced how these students have developed their thinking, but also highlights how sometimes it can be confusing or overwhelming when seeking further knowledge. A clear example of this is present in Sternberg's (2010) definition of intelligence presented in the literature review, where the term "correcting" is applied. This is a term that would not be accepted within the values of students or the ethos of positive psychology as it has a negative connotation, whereas improving, developing or adapting would be more fitting. Thus it is clear that a common language would aid understanding and further appreciation of the subject.

4.4.2 Subtheme 2: What does socio-emotional intelligence mean to Early Years Lecturers?

Most lecturers utilised more specialist terms such as social needs, emotional state or interpreting emotions. Thus, there were some noticeable differences when discussing definitions with the lecturers. Some articulated that they saw it as a dual concept. When asked to define it, Lecturer Carol began by dividing the terms and stated:

> "I think back to Goleman's work, and to me social emotional intelligence is in two parts. Social intelligence is people's understanding of the best way of interacting with others, responding to their needs, being confident and respond to their needs, understanding there is a need to be responsive to other people's needs. "

She then paused and said:

> "Emotional intelligence is ... wow, I don't know if I've ever had to define that before. It's (pause) being aware of their own emotions. Being able to

recognise them, and probably I'd have to say in other people as well. So in a way it's, social emotional intelligence is being aware of their own emotions."

Interestingly, although lecturer Carol stated that the two areas were separate, once she thought about it she concluded that whilst dual, the terms were linked. This was also the case with Lecturer Kate who stated at the beginning of the interview that she saw socio-emotional intelligence as a dual concept, "there is probably two sides to it" she told me, where social intelligence and emotional intelligence separate. However, as she began defining them separately she rationalised the concept of socio-emotional intelligence and there was a realisation that although not the same, social and emotional within the realms of what is "intelligence" were inevitably intertwined.

> "It's about me understanding me and also understanding others in the areas of social kind of relationships and emotional management of my feelings" (Lecturer Kate).

This idea of socio-emotional intelligence being a concept that should be seen as interlinked was prevalent in Lecturer Sophie and Lecturer Hannah's answers. They gave very precise and brief definitions and saw it as a unit. For example, to Lecturer Hannah:

> "Social and emotional intelligence is somebody's ability to recognize their own emotions, recognize emotions in others, be able to manage their own emotions to conduct themselves in a socially acceptable way."

All the lecturers' answers were rich in description and insightful, using common terminology such as 'understanding', 'interpreting', 'interacting', 'responding', 'managing', 'recognising', and phrases such as 'social needs', 'emotional state', "ability to relate to others", all related to their definition, demonstrating knowledge informed by their own experience but also by relevant theory.

Throughout the interviews, Lecturer Carol referred to Goleman's (1996, 2007) theory of emotional intelligence and Lecturer Hannah to Maslow's (2014) hierarchy of needs. Lecturers tackled both aspects within their definitions, albeit as a dual concept whilst inevitably intertwined. This is clear, especially in Lecturer Kate and Lecturer Hannah's definition as presented above.

Having discussed both the students and lecturers, the next section looked at commonalities and differences of how students and lecturers saw socio-emotional intelligence.

4.4.3 Subtheme 3: "Understanding me, understanding you"

Both students and lecturers have an understanding of socio-emotional intelligence. However, as previously stated, there seems to be too many definitions, theories and ideologies with a contemporary view of the subject. For instance, Lecturer Hannah linked it to Maslow whilst Lecturer Carol to Goleman.

Therefore, a more unifying voice defining and developing the terms and ideas to then be able to apply them in real life could be sought. However, people learn and develop in different ways and may have cultural differences and values. Further, it is important to be able to differentiate and cater for individual needs. Consequently, more than a unifying voice, perhaps what is needed is a meeting point where all these ideas are gathered, a place where people can choose what suits them best.

This would converge with Robinson and Aronica's (2009) view of intelligence as diverse, dynamic and distinctive, comparing it to a fingerprint unique to each of us. Nevertheless, as it is important to gauge an understanding of socio-emotional intelligence, a definition should be developed. If people are not able to learn, explain and explore the terminology, it might be difficult to apply it to their own lives.

All participants when describing and explaining socio-emotional intelligence, especially when referring to its application and development, used language such as ability, understanding, interpreting, reflecting or applying which could be linked to a cognitive ability. Nevertheless, there were certain areas within the definitions by both sets of participants difficult to fit within the realms of intelligence as these are not cognitive attributes.

For instance, there were mentions of "inner strength", "the way I feel"', "feeling comfortable or" "kindness factor". These are non-cognitive attributes and are all ideas that go beyond purely cognitive intelligence. These consider other areas just as important, such as intuition, a gut feeling or tacit knowledge which is important within the context of professional practice (Fulton et al. 2013). These areas are already present in people's abilities but it is only with practice and the knowledge of how to surface them and develop them, that these can be meaningfully applied in different contexts.

This is also evident in Goleman's (1996, 2007) work where he makes reference to intuition, attunement, or rapport, encompassing body reactions and a sense of comfort. These terms go beyond cognitive reasoning but still inform our actions and

reactions. Goleman (2007) would embrace these attributes within the umbrella of social intelligence although contradictorily he argues, this happens without conscious intent, thus not using our intelligence. I agree with this idea that socio-emotional intelligence should be seen as more than a type of intelligence only ruled by our cognitive ability.

Throughout the investigation of this subject, I have felt many times that the term intelligence did not fit adequately when referring to socio-emotional intelligence as it suggests an emphasis on cognitive abilities. And whilst there are mental processes that take place when being socio-emotionally intelligent, such as being able to understand and apply a principle, there are other areas such as sensing, appreciating, instinctively feeling and gauging which are not cognitive processes, at least not that we are aware of.

 Similarly, Charlie clearly articulated this when stating that "it was almost like opening a door to something I sort of knew or didn't know that I was doing," a sense that something present that needed to be brought to the surface by discovering that it was already there with our body hinting before our mind has time to catch up. This "something", our moral compass, values, and sense of self, are what makes socio-emotional intelligence much more than a type of intelligence, at least from the point of view of a mental process.

Another idea discussed by participants was about building positive relationships and caring for others as essential for developing socio-emotional intelligence. They mentioned the importance of being empathic and a "kindness factor" for example. By doing so, they gave socio-emotional intelligence a sense of goodness, a moral value which could benefit others as well as themselves. However, Kristjánsson (2007, p. 94), a critic of emotional intelligence and its comparability to Aristotle's moral argument, states that emotional intelligence has a lack of "moral depth."

This according to Kristjánsson (2007, p. 94), could allow for an "unscrupulous Machiavellian personality" to be "deemed emotionally intelligent." For instance, if a person was motivated by an "immoral goal" to manipulate emotions or relationships with others. Thus, according to him, there is a need within emotional intelligence to take into account moral ideas and how to apply them. This was echoed by students in their understanding of socio-emotional intelligence as being a personal and

shared experience, considering others' values as well as a skill of dual capacities. Students talked about personal experience and the array of feelings and emotions that can be felt, but also about the value given to being a "fairly level person", an important capacity to be socio-emotionally intelligent and to practice what Aristotle (ca 350BC; Schwartz and Sharpe 2009) called practical wisdom.

In the literature review, I discussed practical wisdom, a combination of "will with skill" (Schwartz and Sharpe 2010, p. 8), referring to "what to do in a particular circumstance… for how long, in what way and for what purpose" depending on:

> "Our ability to perceive a situation, to have the appropriate feelings or desires about it, to deliberate about what was appropriate in this circumstances and to act" (Schwartz and Sharpe 2010, p.5),

Just as Aristotle talked about practical wisdom as that ability to do the right thing at the right time and for the right purpose, Polanyi (1966) referred to tacit knowledge to that knowing without knowing and I think those two ideas should be integrated to what socio-emotional intelligence is, especially taking into account views such as Charlie's about that knowing without knowing or Lecturer Hannah who talks about a "bellyache drive" when defining socio-emotional intelligence.

Nevertheless, using the term knowledge would again give the concept a cognitive emphasis. Consequently, it could be pertinent to propose that perhaps wisdom, which according to Sternberg (2004, p. 164):

> "is the use of one's intelligence and experience as mediated by values toward the achievement of a common good"

within the context of practical wisdom, but also accounting for the moral argument, might be a more fitting term to use when exploring our social and emotional competences. Therefore, renaming it socio-emotional wisdom, as a way to integrate mind, body and feeling could be pertinent. Still, I am not sure if renaming what has already been accepted as a concept might create more confusion or dilute even further something that we should be collecting and integrating.

Overall it is clear that students and lecturers have an understanding of socio-emotional intelligence although there seems to be many different areas that present various of its ideas in many different places. Therefore, I am going to develop a resource where those theories, terms and ideas are gathered together so that

students and lecturers can deepen their understanding and choose those ideologies that better fit their values, cultural differences and beliefs.

4.4.4 Key Messages to inform the practice development

- Students and lecturers have a general understanding of socio-emotional intelligence, and whilst students seem to have this knowledge mostly from the work they do with children, lecturers seem to have acquired it by reading and reflecting about the subject. However, both the students and lecturers seem to have a difficulty in associating socio-emotional intelligence to themselves. Consequently, a more explicit association of how socio-emotional intelligence is a personal undertaking is necessary, especially when considering the social aspect of socio-emotional intelligence. Not only to avoid misunderstandings but also to aid application, development and a more meaningful appreciation of others and how our own behaviour can affect them.

- A clearer exploration of how various theories, ideologies and terminology related to socio-emotional intelligence links to both the students and lecturers' personal experience should be developed. There should be a space where students and lecturers can learn and reflect in their own time with a variety of resources so that they can find what best fits their way of learning and developing. This space should also clearly demonstrate how such variety of theories are either the same or can complement each other. This would allow those accessing such a space to find the resource that most fit with their own way of learning and developing.

- The idea of wellbeing and its relation to socio-emotional intelligence needs further consideration. Perhaps a section of the practice development could explore this in order to see socio-emotional intelligence as a holistic concept that can affect mind, body and feeling.

A consideration to rename socio-emotional intelligence to socio-emotional wisdom might be plausible, however this should be thought of carefully to avoid further confusion or repetition of ideas.

4.5 Overarching theme 2: Application and Development of socio-emotional intelligence

This section aims to answer the question of the experiences of participants in applying socio-emotional intelligence in their practice but also on how they think socio-emotional intelligence develops. Throughout each of these areas I have included a discussion incorporating current and relevant sources as well as my own thinking.

The experiences of students in applying socio-emotional intelligence are presented in this section along with some of the views that lecturers have, which in turn may affect the way students practice. Furthermore, relevant literature has been included to fully analyse these findings. The emerging five subthemes will be explored sequentially.

4.5.1 Subtheme 1: "What you say affects everybody"

Students were aware of the importance of understanding and labelling feelings and social situations, especially when referring to their practice and the work they do with children to get them to express their emotions.

> "I've done quite a lot in the nursery about labelling feelings as and when they occur. So, if they're feeling scared you can identify that so they understand that feeling they're having at that moment rather than showing them a flash card that's fear rather than just saying this is fear and this is what it they would understand and that has been a big part of our teaching" Spencer

Concurring with this, Sam stated:

> "Looking at the children that are just coming in now… sort of knowing the kind of things they might be feeling and looking for, if they are crying or lost or something, you know… using what I know about how they might be feeling is the work I am looking for (laughs) I think that's it"

Within the context of the Fda programme Drew remembered:

> "One of the things I remember actually doing from the course that I applied in practice, was feelings cards. It's helping with their feelings. They're empathising the other children to understand, how the other children are feeling, or if you don't share with this child, do you think he might be sad? Do you think he might be happy?"

Consequently, it is evident that to students it was important to pinpoint and understand emotions. The importance of labelling, understanding and engaging with emotions is explored by McLaren (2010). According to her, channelling emotions, which is engaging with them in a conscious manner, can help individuals

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"interpret the message our emotions carry and make use of the instinct our emotions contain" (McLaren 2010, p. 33).

Giving great importance to empathy, McLaren (2010) explains that all emotions are valid and should not be seen as negative as they serve a purpose. What is more, that these emotions can be effectively expressed and managed if there is an understanding of them. It seems that the students have an implicit understanding of this especially in the context of their practice and how they support children. To them, making sure the children in their care can express and label emotions is vital to their development.

Nevertheless, most of these students referred to the socio-emotional intelligence of the children in their care. When I first began looking at the data, it appeared that the application of socio-emotional intelligence was going to be the easiest area to identify. All students provided meaningful examples demonstrating how they would support children in developing their socio-emotional intelligence, for example by using emotion cards or labelling the feelings. This concurs with the literature review findings presenting many of the initiatives in place for children to develop social and emotional skills (DFES 2003, 2005a, 2007; Humphrey et al. 2008; Allen 2011).

However, throughout the interviews I noticed that students were not identifying socio-emotional intelligence in terms of their own practice – how they applied their socio-emotional intelligence – but rather how they supported the children in their care to apply theirs. What is more, at times students were talking about specific areas of socio-emotional intelligence but were not always aware of it. For instance, Alex constantly referred to confidence and attributed it to many situations. Realising this, at one point Alex said:

> "I keep saying the word confidence and I don't know why, I keep saying it is to do with confidence, having the inner confidence in your belief in yourself."

Similarly, Sam was aware of how their behaviour and language may affect others:

> "You do have to be so aware of everything… the one thing that you say you do have to be aware of how does it affect everybody around you"

Whilst Jules told me:

> "telling my team that the business had been sold …that was a challenge [to tell them] in a nice way without sort of treading on toes and that they were still in employment rather than just sort of totally let go of the hook"

Furthermore, Jules asserted that it is important to treat people well "with diplomacy…not just a bull in a china shop." Another example of this was when Lou said to be a:

> "Fairly level person emotionally but I can get upset easily when people themselves are upset, that make me feel sad."

Here Lou was describing empathy as well as managing emotions. These students did not label the notion whilst talking about it. Others talked about feeling strong or inner strength which could be attributed to being resilient. With mentions of "treading on toes", "diplomacy" and "a kindness factor", it is clear that the students' background and culture has influenced how they talked about the subject.

However, some of these terms might be misunderstood as they could be taken too literally. This is something that I can relate to as my first language is not English and I have experienced misunderstandings due to colloquialisms, traditional sayings and even pronunciation. In the literature review I discussed how culture does influence the expression of emotions and social interactions (Rogoff 2006; Uchida et al. 2009; De Leersnyder et al. 2010). Therefore, even though a personal vocabulary where students can gain socio-emotional literacy based on their own lived experience and already gained knowledge, culture and background could be put into place, care must be taken to avoid further confusion.

Nevertheless, according to De Leersnyder et al. (2010) some level of acculturation where people assimilate emotional responses inevitably happens with those who spend time together. I would argue that this also happens with people who work in the same field, read the same sources and learn related topics. Therefore, if students and lecturers label their experiences of emotions and social interactions in similar ways and with a mutual understanding, their development of socio-emotional intelligence could be more meaningful and further enriched.

Whilst investigating labelling emotions I came across the positive lexicography project (Lomas 2015; 2016); this project aims to "chart positive mental states that may be particular to certain cultures" (Lomas 2015, p. 1), by creating a dictionary of untranslatable words linked to positive emotions and wellbeing to extend the emotional vocabulary. It is clear that the idea of developing a mutual understanding is already being explored. This is something I want to follow up in my practice development and will be explored fully within the next chapter.

However, as previously mentioned, there is a wealth of terminology available. Even culture can affect the way we articulate ideas or express how we feel and a vocabulary to label feelings must be personal to our own experience, whilst being generic enough for others to be able to understand how we feel. The important aspect of developing such resource is that it will allow both students and lecturers to learn, identify and eventually channel emotions in a constructive manner. As they are able to match their array of emotions with a word which to them feels right, they will cognitively will be able to make sense of that emotion (McLaren 2010).

Todres (2007, p. 42) refers to this notion of understanding ourselves and others as using "words that work" as a way to develop "sense making" to develop a mutual understanding. Consequently, within the practice development tool I will present various links and ideas that may be useful for students and lecturers when developing a personal vocabulary which will in turn enrich their understanding of others.

4.5.2 Subtheme 2: The importance of the lived experience

One of the things constantly present in all the interviews I conducted, was that participants answered all their questions based on their lived experience, most specifically their most recent or actual. This was prevalent throughout and it is presented within these findings in this section, but also when discussing the learning development tool. It is clear that their environment, their culture and even their place of work all affect how they answered at that particular moment.

It could be that at another time in another situation, their responses would be different and this is significant because it further reiterates the idea that "all emotions are social" as posited by Goleman (2007, p. 83). Furthermore, in the literature review I found that emotions can enrich and deepen our experience (Mezirow 1981; Ortony et al. 1990; Malone 2009), thus affecting how people behave, what they say and what they take from each situation and interaction. To what degree these participants allowed themselves to be affected by their environment and emotions and to what extent they demonstrated this throughout the interviews, was unique to each of them.

Participants valued the gained knowledge through their practice and education and continuously referred to it when talking about the subject. It is clear that to these

participants their practice is a very important part of their lives and that they learn constantly from it and this has been taken into account for the practice development tool.

Learning and knowing based on their lived experience of practice as well as of university and their own lives, enriched all participants and the way in which they practice.

For example, Charlie told me:

> "A very recent experience was by saying to a member of my staff team I'm an open door you can come in and talk to me if you're not happy about something and I was challenged on that recently."

Similarly, Alex talked about how they had just been promoted and related some of their answers to this experience. This resourcing from their most recent experience happened time and again, making it an important factor to be considered. In some cases, discussing a particular issue was cathartic as students reflected whilst narrating and by themselves found the problem or issue that had been worrying them. An example of this was when Jules, whilst talking about how they wished they had supported their staff going through something difficult, rationalized how they actually managed to do it:

> "Sort of them advising... you know, the challenges that we already had… sort of tiptoeing my way through that obviously without upsetting too many people"

There is something unique to that participant at that moment which is informing their knowledge and understanding. For example, one participant's daughter had just left home to go to university, and that had naturally had an impact on the participant. Even though this participant only mentioned this once specifically, throughout the interview there were references to the anxiety of being at university or to doing group work with people not well known, so although sometimes small or appearing not significant to the issue, this worry or latent situation is still present.

Although this may seem quite common to seasoned qualitative researchers, I found this recalling to present experiences fascinating. It reiterated an idea I had been pondering regarding the subjective stance of a situation and how two people under the same conditions experiencing the same thing would account for it in different ways. By being "faithful" to what the participants shared during our interview and

"authentic" in the way I interpreted them, these findings would be my interpretation of their lived experience (Todres 2007, p. 42)

What is more, the mood or emotional state in which the participants were in as they arrived also influenced their responses and how they viewed socio-emotional intelligence. For example, Jules, who had just received bad news before the interview but was keen to go ahead with it, made many negative connotations and references to socio-emotional intelligence during the interview as well as examples of negative experiences. Even when referring to a positive experience, it was tinted with negative connotations or language. For example, when referring to the effective work they do to support parents they said:

> "Obviously you've got your confrontational ones that you sort of bite your tongue and get on with"

In addition, when prompted to further discuss how to deal with that situation using socio-emotional intelligence. This participant said: "you know with parents it's very difficult, it's a difficult thing." This further substantiated the idea that the lived experience influences our behaviour. Another participant who said that they were worried about the interview as they did not know much, was hesitant, unsure and ambivalent when answering all the questions whilst the recorder was on. As soon as I stopped recording they became more relaxed. This participant, a self-confessed perfectionist, was worried that their answers were not going to be perfect. Even when I purposefully said things like "anything that comes to mind", it is as if there was a worry that they would not be able to perfectly express what they wanted.

Students were aware of how their behaviour affects those around them and the need to be effective role models. For example, when Sam said:

> "you do have to be so aware of everything, how the one thing that you say…affects everybody around you"

What is more, students also said that their experiences within the classroom and the lecturers acting as role models influenced how they practiced. For instance, Jules told me:

> "it's great to hear from a lecturer who's honest and actually cares [someone] who takes the time to say, you know, "Is everything okay?" And who really genuinely cares. I think that makes such a difference…[that] level of passion can be cascaded to all these second people and then they all go to their team and cascade. It's like a rolling effect, isn't it?"

4.5.3 Subtheme 3: An assumption that the lecturer would have knowledge

Just as students talked about the children in their care, lecturers related socio-emotional intelligence to the students they taught. What is more, there was an emphasis on knowledge gained from theory.

For instance, Lecturer Carol commented:

> "I've come to realize recently actually, with some other work I'm doing [research] to get practitioners to observe, and reflect on children's behaviour, emotions, fascinations, and then plan with the children so that the children's interests are developed."

Another example was given by Lecturer Kate who stated:

> "We probably should be helping them [students] to manage some quite complex relationships and I'm not sure we do. So, for example in the working with parents' module, there's nothing [theory] really on how do I communicate with parents. How do I respond when a parent you know, comes in and complains at me?"

Lecturer Sophie, when talking about the type of support available to students to develop their socio-emotional intelligence told me: "I think it's very limited actually as far as I'm concerned." Additionally, Lecturer Hannah when talking about developing socio-emotional intelligence through reflection talked about:

> "Ken Robinson's disregard for the education system, and flipping things on their head, and trying to get students to be reflective and creative, that you're increasing their emotional and social intelligence, without them necessarily realising."

These participants seemed more knowledgeable in the theoretical context of the subject and used a more technical vocabulary when referring to it. They were comfortable using terminology relevant to socio-emotional intelligence and were confident about their knowledge in the subject.

Most of the time the lecturers did not refer to their own development of socio-emotional intelligence as a necessity to support students effectively. Lecturer Carol did acknowledge that knowing about the subject was important for all adults. She stated that in order to support students in developing specific skills such as counselling skills, a qualified person should do it. Similarly, Lecturer Hannah queried whether there is "an assumption that the lecturer would have knowledge of [socio-emotional intelligence]." When prompted to elaborate on how we could be sure that they are prepared to support those students Lecturer Hannah said:

> "Yeah, I suppose what I would like to see is some like CPD training... A mini qualification to say that I have passed, and I have got my social emotional IQ tested."

She went on to tell me:

> "Whatever. Yes, just something because you can be a very effective, very knowledgeable lecturer, but not necessarily have the emotional skills at reading a classroom…because it isn't about us, and how we teach. It's that combination of us teaching, and them learning. You might be a fantastic teacher, but if you're not reaching that learner, they're not learning, so actually you're rubbish."

She then added:

> "So, it's about that blend, and if you need that emotional awareness of others, so you can pick up clues, and have the confidence to change things for different groups, different students, different cohorts, so that you're trying to maximize everybody's learning potential"

By doing so, Lecturer Hannah appeared to explore the notion that socio-emotional intelligence was important for lecturers. However, Lecturer Hannah then contradicted her view when saying:

> "The nature of being a lecturer for students on a level 4 and 5, Early Years foundation degree shouldn't be that emotionally draining or sensitive. So it is about teaching them how to use their emotional skills for a variety of situations and purposes."

I do not concur with this as we are socio-emotional beings and therefore our emotions and social interactions will have an impact on every aspect of our lives. And in order to ensure that situations are not emotionally draining as Lecturer Hannah stated, there needs to be self-awareness, resilience and an ability to manage our emotions. All of these are areas of socio-emotional intelligence and without them, difficult situations may not be managed successfully.

Those were the only times that the lecturers' own socio-emotional intelligence was mentioned by the lecturers. It is as if to most of them it was a given to know about it. It could also be that they were giving the interview taking into account how students develop (as that was the intended purpose) and not how they personally develop. Nevertheless, it could be that perhaps as people become more theoretically knowledgeable in the subject they may appear to see it in an objective manner detached from its influence in their own lives.

The lecturers' responses related to the theoretical understanding of the subject and by doing so demonstrated some knowledge of the subject, there was no mention of

how they would apply it in their own practice. Lecturer Kate did acknowledge that lecturers should help students manage complex emotions, but did not elaborate on how this would take place. Additionally, there was no assumption by the lecturers that their own socio-emotional intelligence would affect students and should therefore be honed. This was contrary to what students had previously told me regarding the importance of lecturers who were socio-emotionally intelligent.

Therefore, it is clear that there needs to be an area within the practice development tool to support lecturers in developing their own socio-emotional intelligence in two ways:
1. Information based on relevant research which highlights the importance of socio-emotional intelligence in Higher Education, where they can learn about it to enrich their personal and professional identity
2. Practical ideas of how to support them in applying socio-emotional intelligence strategies within an academic environment in different situations and contexts (Mortiboys 2010, 2012)

The reason for these is that lecturers in this study acknowledged that the type of support they give their students to develop their socio-emotional intelligence is very limited, although necessary. In the literature review I discussed Zakrzewski (2013) who acknowledged that it is important for teachers to develop their social emotional competences to deal with difficult situations. And although this has already been discussed by, for example Mortiboys (2010, 2012), the emphasis has been on the actual teaching management strategies.

Others such as Humphreys et al. (2010), Goad (2005) Nelson et al. (2005) and Justice (2005) have acknowledged that there is no training for teachers beginning their career in social and emotional aspects. This could be applied to both students and to lecturers within the context of higher academic teaching. There does not appear to be a meaningful programme or tool for them to develop their own socio-emotional intelligence to cope with the demands of teaching in Higher Education.

4.5.4 Subtheme 4: "Socio-emotional intelligence is ingrained" but can be developed with practice

Participants understood that a degree of socio-emotional intelligence was already present from birth, but acknowledged the importance of experience in developing it. Students agreed that there is a mix of nature and nurture when developing socio-

emotional intelligence. This concurs with most contemporary theories of intelligence (Pfeifer and Scheier 1999; Gardner 2000; Robinson and Aronica 2009; Lucas and Claxton 2010; amongst others).

I have been thinking about the brain and how with practice and repeat experiences, new patterns can be developed and therefore new circuits formed. Although I used to teach this in my child development lectures and I would show students the clips of Romanian orphans as well as feral children, I started thinking about this again after I saw The dark matter of love (2012), a documentary on neglect and adoption and how after giving adopted children unconditional love, nurture and repeat positive experiences, their behaviour changed dramatically. Emotions are about feeling (input), acknowledging (cognitive recognition) and responding (behaviour) and these can be changed depending on our experiences. Maybe I can link this to my practice development by including links to ideas and theories that show how we can change the way we see ourselves by practicing positive strategies over a period of time in order to internalise them for example, as it is clear that learning needs to be based on our own experiences.

Findings regarding socio-emotional intelligence as something already present within students, happened inadvertently. As I read the interviews, I noticed that whilst they did refer to development of socio-emotional intelligence especially in childhood, there was an understated understanding that its basic essence is already there.

Lou thought that:
> "Lots of people's emotional intelligence differ and I can't teach people how to be emotionally intelligent that is something that is innate in people"

They went on to say that it was "probably developed through maturity, experience, learning through trial and error" and since every person develops and experiences different things in their own way, the notion of socio-emotional intelligence being distinct would be relevant. Robinson and Aronica (2009) compare this distinctiveness to a fingerprint, inimitable and exclusive to each of us.

Jules said it was "ingrained" and it was just a case of pulling it out; assuming this would imply that there is already a type of intelligence which is socio-emotional within us. Whilst this is true, as there are genes that influence intelligence, Plomin and Price's (2001) found that these only account for one percent and that these

genes are strongly influenced by experiences and external influences. This is articulated by Alex who noted:

> "So some can be taught, but … I have a bit of a contemptuous issue with like social and emotional aspects of learning because, can you learn social situations in full, social situations so sometimes… sometimes just practicing social experiences it needs to be more natural and inbuilt and consolidated."

Concurring with this, Drew asserted:

> "I think I try and extend their learning with what, you know, by being with the child, just knowing how that child is, speaking to the parent, getting to know things about that child."

Danny believed that socio-emotional intelligence is something that develops with our influences in childhood:

> "I come from a very large family and I we were sort of always encouraged to show emotions we were never ever really told to fight them…if we were upset we were nurtured."

Spencer agreed with this:

> "Your experiences in life how you were when you were a child, your role models I suppose because if your parents weren't really resilient or they were quite hard on you and you don't have very good self-esteem then obviously is very hard to build that up"

And when referring to the children in their setting Spencer continued:

> "Some of the children I've had in my care if their self-esteem is quite low as a child invariable it continues to be that way until through into adulthood. Thankfully I was blessed with my childhood so I did have very supportive parents and they did champion us so that was good but I think really it's a lot to do with your foundations and the early years of life and then also as you go through school"

Drew also felt that their difficult circumstances, as their mother has Asperger's, influenced their experience when growing up. They told me that these experiences:

> "Very much had an effect on social and emotional intelligence in my own life because of that environment…because of that upbringing"

At another point Drew asserted:

> "It was very hard because not knowing how to understand emotions that my mum had. I think that was something that I had to learn myself."

However, it was not only a negative experience for Drew. They acknowledged that having such upbringing had allowed them to be "very understanding of everybody. Everybody has got something to bring to it."

It is as if the main colours were already in the palette, but needed to be added in the right measures, at the right time and with the right strokes, to create a beautiful and exclusive painting. Each painting may have the same colours but no painting will be the same. This would concur with Robinson and Aronica's (2009) view that intelligence is diverse, dynamic and as previously mentioned distinct. What is more, it would also link to ideas developed by Lucas and Claxton (2010) where intelligence is social, as we learn from others; expandable, as it can grow; and practical, as people can apply it.

One of the implicit findings from this doctorate regarding socio-emotional intelligence that should be included into the practice development is the capacity to develop it by experiencing it, by embodying the situation or the feeling. Previously I referred to social learning experiences; this is where people learn by being put in a situation, for example learning to share or negotiation skills by playing board games.

All interviewees explored this concept in various ways with an agreement that in order to learn socio-emotional intelligence attributes, skills and tools, these must be practiced by doing them. Although knowing about them may give you the understanding, it is only by practicing that these they will be internalised. This is an interesting notion, especially if socio-emotional intelligence is to an extent innately present. However, it could be that in order to flourish, it must be as Jules said "honed" or practiced to become a natural part of one self.

This, according to most participants, does not necessarily mean targeting a specific socio-emotional intelligence attribute, but rather by practicing certain skills, those attributes will surface. For example, Mel made reference to presentation skills to develop confidence and self-esteem and Lou said practicing through trial and error was an effective way to develop socio-emotional intelligence. This would concur with the ideas of intelligence discussed by Robinson and Aronica (2009) where it is dynamic as it is interactive by being influenced by experiences, environment and other people.

Lou stated that "It's good for children to see you getting it wrong because you are not perfect" particularly when referring to activities. Still, this notion could also be applied to their own experience and when referring to emotions and social

interactions. As children, most of us learn how to behave in social situations and how to show our emotions depending on our background, family situation and nurturing environment. All students agreed that it is during childhood that most of these socio-emotional attributes and skills develop. They also acknowledged the importance of role modelling, exploration, repetition and practicing within the context of learning how to be socio-emotionally intelligent.

However, they also acknowledged that during their life, and based on their lived experience, whichever role they had, they had also learned valuable skills. Since life is a learning journey and we never stop learning and developing and it is now known that our experiences shape the way in which our brain develops further connections, there should be opportunities for these students to practice, model, explore and repeat socio-emotional intelligence in an environment that allows them to make mistakes and try again. For example, by allowing opportunities for working in groups, practicing active listening and role modelling activities that allow them to explore socio-emotional intelligence within a safe environment (Bandura 1977).

In the case of the lecturers, based on their responses, they also saw socio-emotional intelligence as tacit knowledge, something within us that needed to be brought to the surface by being developed, in order to be present. Lucas and Claxton (2010) refer to this within the realm of intelligence as intuitive since there are things the brain notices but which are consciously missed. Concurring with this, Lecturer Carol said it was important for students to be "aware also that you mustn't take it [socio-emotional intelligence] for granted." Lecturer Sophie further acknowledged this:

> "[students] that came into the Fda in my experience were under-confident on their own academic ability because…so it was sort of an awakening for many of them that they were able to extend their academic knowledge also their understanding… it helped them recognise the skills that they had…it would have been very useful to tap into those particular skills of emotional intelligence."

This would concur with most theorists who have explored emotions, social interactions and cognition, as something within us that can be developed given the appropriate circumstances (Albreght 2006; Goleman 1996; Lucas and Claxton 2010; Nesse and Ellsworth 2009).

The notion of how emotions and social interactions are perceived was also explored, especially since some of the students interviewed perceived emotions as either negative, and therefore not appropriate, or positive thus suitable. This aspect of socio-emotional intelligence has not been explored in depth. The following theme discusses this issue.

4.5.5 Subtheme 5: Managing feelings rather than keeping them shut away

Participants related socio-emotional intelligence to being content, positive and happy all the time. For instance, Sam asserted, "I've still got to have a healthy happy glow, as if there's nothing else wrong in my life" and Mel stated that "being positive" was an important attribute. It appeared that some students believed that people demonstrate being socio-emotionally intelligent by masking negative emotions in order to portray a positive environment at all times. However, by doing so they negate that emotions that might be perceived as negative such as sadness, anger or anxiety should be demonstrated, especially in front of children so they can learn that these are normal. By negating them they were in fact giving them a negative connotation. Being sad for a legitimate reason is not negative, it is a healthy way to demonstrate what you are feeling.

For instance, Sam reported that it was important to "plaster that smile" even when they were not feeling happy and Lou concurring with the previous statement by Mel, expressed that it was important to always be positive:

> "I rather be on an emotional high than an emotional low… and I think also when socialising with people it's good to keep that level happy and keep everybody listening"

This is an area where most students seemed to misinterpret socio-emotional intelligence by giving an overemphasis to positive emotions. What is more, there was a misunderstanding regarding what being socio-emotionally intelligent is. In fact, some students believed that portraying to be positive all the time and plastering that smile, as Sam said, were ways of demonstrating socio-emotional intelligence. The reason for this might be the many theories and ideas that over rely on positive language and therefore create confusion for those who have perhaps not looked beyond the wording of those ideas.

For instance, the mere term positive psychology indicates a reliance on

positive aspects. What is more, within Seligman's (2011) PERMA model presented previously, the first letter stands for positive emotions, again emphasizing this. However, reading about the subject, one begins to discover that positive emotions do not relate to being happy, smiley or in a good mood all the time. Rather, that all emotions are positive if expressed in the appropriate way as we have an array of emotions that are all natural and should be expressed for us to be healthy and well (Seligman 2011).

Being genuine, honest and authentic are areas of socio-emotional intelligence which are important (Albreght 2006). Nonetheless, if students feel that they needed to portray being happy all the time, they will not be able to be genuine and true to their feelings and emotions. This in turn can affect, amongst other things, their health and their stress levels (Kataria 2011; Nesse and Ellsworth 2009), particularly since Early Years environments are charged with emotions as Dearnley and Elfer (2007) stated.

In some Early Years settings children are discouraged from using negative language or even using the word "no." According to some participants, students should always seem happy regardless of their own experiences at that particular time, not only to work with the children but also to get along with colleagues. To Sam this meant remaining professional. I can personally relate to that as my role as an educator required me to be positive and encouraging and I know from my own research on the subject that emotions are contagious (Goleman 1996).

However, the idea of being 100% happy, 100% of the time is not only impossible but unrealistic. If we are meant to be genuine (Rogers 1961; Albreght 2006) and true to our emotions and within all our social interactions how can we portray always being happy? Furthermore, if we want children to learn that all emotions are valid and should be expressed and explored within the right context, how can this be achieved if adults only portray happiness in an unrealistic and non-genuine manner?

Consequently, as there are misunderstandings of what being socio-emotionally intelligent means, together with a lack of awareness that all emotions are valid and should be expressed, developing a tool that includes evidenced based research regarding this is needed. It seems that it is quite common for students to suppress

their emotions by changing how these are demonstrated. Even though the demonstration of that emotion might have changed, the actual emotion will still be there (DePaulo et al. 1996). And even though there may be potential social advantages to suppressing an emotion, such as being able to fit in, there is evidence which shows that suppressing emotions can be negative cognitively, for instance impairing memory and physically in the long term by exacerbating bodily functions (Richards and Gross 1999; Zakaria 2011).

For example, Hitzig (2002) explains that every thought instigates an emotion and every emotion in turn produces a hormone. What is more, suppressing genuine felt emotions, thus demonstrating a lack of emotional intelligence, can influence teaching satisfaction (Yin et al. 2013), increase stress and teacher efficacy (Vesely et al. 2013). Consequently, suppressing an emotion might impair bodily functions as well as decrease teaching quality as it would not allow for psychological wellbeing (Vesely et al. 2013).

From the point of view of the students, there seemed to be a drive to "be okay" and "get on with things" regardless of the situation. However, having a bad day or failing can be useful in learning to cope with situations. For instance, Lecturer Hannah explained that "for people to have what I call the bellyache drive, we need people that maybe have experienced failure." Therefore, there should be a common understanding and the development of a supportive culture where not being okay, having a bad day or making a mistake is acceptable and should be allowed. What is imperative is how to manage those mistakes and turn the experience into something positive.

Consequently, it is important for students to work in settings which promote a constructive culture of support considering their needs so that they can in turn support the children they work with. Lecturer Hannah further told me that if children are not allowed to "experience failure in a safe environment then we don't support them in developing motivation and resilience"; both attributes of socio-emotional intelligence. She went on to say:

> "I think we do that really well in the early years. We encourage them [children] to sensitively explore things where there is a genuine risk of failure. Because it's not a failure, it's a learning opportunity."

However, when referring to students and how they learn she stated that "we don't carry that attitude forward." It all comes back to a fear of failure says Sam", something that creates vulnerability and insecurity. Lecturer Carol concurred telling me that it is very difficult:

> "Absolutely accepting failure. It probably is a little bit of the society we live in at the moment that no one fails."

Consequently, looking at tools to support students to develop their resilience as well as developing a more accepting and realistic attitude towards all types of emotions should be sought and will be incorporated into the practice development.

Some participants talked about the importance of maintaining and demonstrating a stable socio-emotional intelligence and how sometimes it can be unbalanced depending on the circumstances. Jules told me:

> "I have been put on the spot a couple of times which has upset my social balance and emotional balance"

Lou, who believed that it is different to each person referred to it as "having an even keel." To them, being socio-emotionally intelligent is about a balance of emotions that is neither too high nor too low. Conversely, Spencer said it is a "roller coaster" whilst Sam referred to it as the importance of always seeming in a good mood and the ability to manage how you feel. Drew further asserts:

> "I'm very understanding 'cause I think, you know, making myself a lot more understanding of my environment and of things around, it's helped me to be a lot less judgmental"

Therefore, it is evident that to some students having socio-emotional intelligence is like a balancing act where it is important to find the right level to express their emotions or behave in a social situation. Lecturer Hannah reported:

> "It's all about appropriateness, and what's appropriate in one situation, social situation, might not be appropriate in another situation. So, you have to modify or manage your emotions, and modify your behaviour appropriately."

I equate it to having a volume control to filter and therefore pitch at the right level. Participants used statements such as "trying to hold it together", "emotions running high", and "keep the level happy" to discuss socio-emotional intelligence. This is a very important part of socio-emotional intelligence as a practical tool where one is able to express an emotion at the right time, for the right purpose and with the right person, much like practical wisdom (Schwartz and Sharpe 2010). This takes skills

and a very good knowledge of our own emotional range and how to manage it effectively, but also of other people's emotions and how they will respond.

Therefore, within the practice development tool I will include information regarding this with strategies of how to develop it further.

Although Goleman (1996) in some of his work talked about controlling our emotions, within all of the interviews everyone talked about managing them. This is something that I had already discussed in the literature review as one of the few criticisms to his theory. It was interesting to me that within the 14 interviews and the pilot focus group when discussing the subject there was always a clear focus on managing emotions and social interactions. For instance, Lecturer Kate, when defining socio-emotional intelligence, referred to how "I manage my emotions when I relate to other people."

Even when discussing issues such as temper tantrums the idea of controlling was not present, none of the 14 participants mentioned control once during their interviews. An example of how to manage emotions was given by Lecturer Hannah when discussing how to be socio-emotionally intelligent:

> "So with social and emotional intelligence some tutors, depending on subject…might need a heightened emotional intelligence that comes across as a disengagement of emotion. For example, social workers, who might need the ability to protect their own emotional wellbeing…so at times become disengaged emotionally, but that is able to do their job effectively because of the nature of their work."

Concurring with this, Spencer told me that it is important to "express their feelings and manage their feelings rather than just keeping them shut away." Therefore, a clear emphasis on managing emotions rather than controlling them ought to be included within the practice development. What is more, learning how to manage and channel those emotions should be explored (McLaren 2010).

Overall, all students agreed that emotions should be managed and not controlled. I agree with this notion as I do not feel at ease with some of the claims that the emotional intelligence movement makes regarding the importance of controlling negative emotions (Goleman 1996; Emmerling and Goleman 2003; Bar-On 2005). This concurs with Kristjánsson (2007) who argues that Goleman's work does not take into account the moral argument of managing emotions and indeed sees

emotions such as anger as negative ones. This could be one of the arguments to substantiate why the social component is important; because in order to act appropriately the cultural and social aspect of that situation need to be sought.

What is more, expressions of emotions are influenced by both environment and culture (Statt 1998) and people who spend time together "grow emotionally alike" (De Leersnyder et al. 2010 p. 451). Therefore a lack of genuineness and an attempt to be happy all the time may have a negative effect on the children that these students look after. Ingram (2013) who whilst referring to social workers stated that they need to deal with difficult situations when in practice and at the same time remain true to their core values, makes a valid point that ought to also be considered from the point of view of students and the type of job they do.

Here, perhaps influenced by my job in the Faculty of Media and Communication, and the knowledge that popular culture influences our thinking, I have chosen to illustrate this point with an example from the animated feature film Inside Out (2015) that seems to portray this idea quite clearly. This animated film created by Pete Docter was developed according to Judd (2015), with professional advice from emotions expert Dacher Keltner and it explores the idea that human emotions are "mirrored in interpersonal relationships." In the film, a child has to deal with the emotions of moving to a new town whilst always portraying being happy which is what she believes is expected of her. She sees her parents always positive and happy and perhaps assumes that is the appropriate way to behave.

Throughout the film the audience can see five types of emotions depicted as cartoons with the traditional characteristics people may give to each emotion, managing her head, these are joy, fear, sadness, disgust and anger; five characters inside Joy's head that have been created to represent each of those emotions. For example, sadness is a blue cartoon that is always gloomy and pessimistic, whilst anger is red and always raging.

As the film progresses, Joy who up until then had been the main leader of the control centre, begins to get confused by the interruptions from sadness. The audience see the girl getting frustrated and angry to the point of wanting to run away from home. She is not able to express her true feelings and this makes her angry and she loses control. It is only when her parents show that they are also

upset and sad, but that it is okay to feel that way, that the little girl is able to deal with the conflicting emotions she has. And although this is a fiction film, it demonstrates the complexity of human emotions in a very simple way.

After watching this film and based on my previous reading, I kept going back to an idea I had been thinking about for a while which is that what we perceive as negative emotions are in fact not negative if channeled appropriately which would concur with the positive psychology view of positive emotions (Seligman 2011). There is nothing wrong with being sad, angry or upset; it is about how we channel and express those emotions.

What is more, I am aware that there are Early Years settings where negative connotations are not accepted and where children must always be praised regardless of their efforts or given reinforcement based on values of what is expected (Iwata 2006). In such settings the word "no" is never used as it is perceived to be a negative word. This does not take into consideration that 'no' could be a word to protect oneself from harm or a word to be able to express our likes and dislikes; thus, it is not a negatively charged word.

Nevertheless, in the UK particularly, we live in a society where generally being polite and accommodating is culturally acceptable and therefore the rules of behaviour we learn are geared towards this harmonious behaviour. It is a culture where attributes such as assertiveness, self-motivation, or confidence; or expressions of emotions like anger, fear or sadness can be perceived as threatening or not appropriate when in fact they are perfectly healthy expressions of our colourful palette of socio-emotional intelligence and they all have a place within the many situations of our lives, as portrayed in Inside Out (2015), for example.

Consequently, it is important to demonstrate our emotions. Spencer agreed with this point when they told me that it is important to "express their feelings and manage their feelings rather than just keeping them shut away." The second part of their response regarding managing those feelings is important as it points towards a need to mould those feelings and emotions. Within each type of feeling, emotion and social interaction there are times when people behave in different ways depending on the particular situation. Those who are socio-emotionally intelligent are able to gauge the level and range of the emotion and express it accordingly,

much like a volume dial. The problem happens when individuals are not able to manage that volume and their emotions get out of hand. Spencer likened this to a "roller coaster."

Therefore, learning to manage our emotions is an important component of being socio-emotionally intelligent. Consequently, in the practice development component I will include exercises and ideas to practice these skills in different situations.

Most students agreed that socio-emotional intelligence was developed through role modelling, practicing social experiences and observation, according to most, during childhood. They saw modelling socio-emotional intelligence as a domino effect as children and their parents within the setting could learn from observing and practice those new learned skills within a safe environment. "Plant a seed and let it grow" said Jules when discussing how to support students effectively in developing socio-emotional intelligence.

Spencer stated that it was like a "snowball effect" as what they learned they "taught the team and then the children were happier, and the parents were happier. They felt supported, you've got a whole town." Consequently, sharing that knowledge can have a positive effect on a whole community. This concurs with theories of social learning such as Bandura (1977) or Vygotsky's (1978) socio-cultural theory where individuals construct knowledge based on their environment.

Students saw their role in developing socio-emotional intelligence as an influential one. Alex asserted that as people become "more sociable and less egocentric" they learn social skills from those around them. However, Drew specifically talked about their experience of having to develop those skills by themselves by practicing, as their mother had Asperger's and Autism and could therefore not demonstrate attributes such as social cognition, self-regulation and others. It took Drew years to feel comfortable in social situations, for example, as it was something new to them. Furthermore, Drew said that knowing about the subject also helped them to be aware of their lack of socio-emotional intelligence but also of the fact that it was possible to develop and how to do so; to them, social learning from peers was one of those ways. As Lou said "Personally I would do it through watching people."

This is further substantiated by most students who assert that their lived experiences influence the way in which they can be socio-emotionally intelligent. However, to them it was learning about socio-emotional intelligence which had further highlighted their own knowledge or lack of socio-emotional intelligence. Max, whilst acknowledging that socio-emotional intelligence is learnt from practicing, stated that to them it "needs to be taught… at least to begin with…and then you develop it yourself." So, for Max this would be a guided personal experience. Perhaps this is something to take into account for those that have not explicitly been exposed to the subject in order to give them the opportunity to learn about it. Thus, it may be important to further know about it. But although they may not be consciously doing it, students are able to demonstrate it.

4.5.6 Key Messages for Practice Development

- Students apply socio-emotional intelligence within their practice but find it challenging to relate to in their own personal experience
- Experience and culture influences socio-emotional intelligence, therefore these should be taken into account when developing the practice tool
- People relate more closely to their own lifeworld and feelings based on their present circumstances and this will influence the way in which they perceive their reality
- Students' socio-emotional intelligence is influenced by the lecturers' own application of socio-emotional intelligence but the lecturers are not always aware of this. Therefore, within the tool it will be imperative to develop something for lecturers to further expand upon their own socio-emotional intelligence but also understand how that can affect their teaching practice and influence their students in a positive manner
- Socio-emotional intelligence can be developed through practice, role modelling and observing, therefore, opportunities to do so should be encouraged or instigated through various activities.
- An over emphasis on seeing positive emotions as only those that relate to happiness needs to be tackled, as all emotions are valid if channeled in the appropriate manner.
- Managing all ranges of emotions is important. Therefore, being able to know and understand how to channel and engage in constructive ways is quite important. An area of the practice development could explore this.

The following section presents the findings related to current provision and any gaps in provision which could be further explored within the practice development tool.

4.6 Overarching theme 3: Learning from experience and from others

This section addresses question three and presents experiences related to current provision. It explores what is already in place and what works, as well as areas that may need further development in order to continue supporting students in developing their own socio-emotional intelligence. This will inform the practice development as there will be clarity about what is needed. As previously illustrated in the introduction of this chapter, this overarching theme has been divided in three themes to ensure all areas that needed to be included could be thoroughly developed. These are:

- Subtheme 1: Current practice
- Subtheme 2: Gaps in practice
- Subtheme 3: Opportunities for practice development

Each of these subthemes has been dissected into smaller sections where appropriate. At the end of each of these subthemes I have included a discussion that considers current thinking and theoretical perspectives to develop further meaning within each of them.

4.6.1 Subtheme 1: Current practice: Learning from experience and from others:

This section covers areas of practice that are already present and that students' recognise as important to develop their socio-emotional intelligence.

Learning socio-emotional intelligence from others was important to all students. Drew told me that "It was a big help that I had other people that were in a similar boat." When talking about their upbringing Drew further said:

> "I had all my needs physically met and everything but social lives, we didn't really have many friends. My mum didn't really have many friends and things. So, it was more of my adult life that I'd spent the time making the friends and meeting people. And even now sometimes I'm still a bit in some social situations you know, uh, I don't always necessarily know what to say…how to conduct conversations sometimes you know. I'll find myself almost asking lots of questions or things like that which, I might not deliberately do. But it's so much because it's- I've modelled that behaviour."

When I asked Drew what that behavior had been modelled on, they stated:

> "My environment, advice from other people, reading information about autism in itself or Asperger's"

Within the context of their Fda experience, modelling would happen whilst attending the lessons with their group, but also by observing their lecturers and others in practice. What is more, students acknowledged that getting to know their peers and sharing their learning journey together was an important component for developing their socio-emotional intelligence as they felt that they belonged and provided a safe space for them to share their ideas. Alex asserted:

> "social learning is quite an important [aspect] as part of learning about social and emotional intelligence."

Furthermore, students said that during activities such as group work, they practiced active learning, negotiation, effective communication and other "soft skills" that are related to socio-emotional intelligence. Spencer acknowledged that during group work activities they:

> "Built up like a mini community within the students within the room so that was really good because you didn't feel on your own… sort of trying to swim against the current."

They went on to say:

> "Being part of a small group is nice as well and although the fact that Uni is so big and it's so much going on I did like the fact that we had a very close class I think that was really good"

Therefore, the importance of learning together is reinforced. This was also prevalent during plenaries where the lecturer was facilitating rather than teaching and students could learn from each other. Within this context, the lecturer to them was modelling and demonstrating socio-emotional intelligence traits that they could follow. For example, setting the tone of the situation, or using what they saw as positive strategies to engage students. Furthermore, to them, learning occurred naturally and was not forced. An example of this was given by Jules:

> "So you got the knowledge is there, it's just pulling it out and having the strength from each other to use each other effectively bounce of each other."

Traditionally this Fda has had small cohorts of a maximum of 20 students and this, according to students, had been advantageous in developing their socio-emotional intelligence. In these small groups they were able to get to know their peers and

learning occurred in a more targeted small environment where they could build effective relationships with others as well as with the lecturer.

> "You become more sociable and less egocentric, I think that you actually pick up some of your social skills from your peers and the people around" (Alex)

To them, this was a major advantage in developing their socio-emotional intelligence as they were able to express themselves in an environment where they were aware that they were safe and would not be judged. This may not be possible to replicate in all teaching situations within universities; however, it does present the possibility of perhaps developing a group base as there is a need for students to feel that they belong.

From the literature, it is known that nurturing effective relationships within a learning environment reduces stress and developing friendships can even influence students' success in achieving their goals (Hastings and Cohn 2015). The reason for this may be that social connections can influence greatly our sense of happiness and meaningful experiences. Concurring with this, Schreiner (2015, p. 11) asserts that "thriving in college incorporates healthy relationships and interactions with others." And it is clear that to these students developing social connectedness was an important aspect of their university experience as it helped them to succeed.

What is more, Stretcher Sigmar et al. (2012, p. 312) discuss the importance of incorporating socio-emotional intelligence training asserting that "modelling and experiencing social behaviour are essential in learning EI [emotional intelligence]." They provide concrete examples of how to do so with activities related to experiential learning such as role playing and team work. This concurs with the students' views regarding how they feel they have developed their socio-emotional intelligence within the classroom.

Whilst Strercher Sigmar et al.'s (2012) work is specific to business communication students, and their examples would not be applicable to students, the essence of what they developed could be applied to the students' training opportunities, as they take into account main areas of socio-emotional intelligence such as self-awareness, motivation, empathy and handling emotions amongst others, which could be applicable to any training programme. Furthermore, they discuss the importance of developing a social vocabulary, something that in my own research

appeared to be an important aspect as previously stated. Nevertheless, to develop meaningful activities relevant to students, it is important that the lecturers are well informed and knowledgeable in the subject.

A further area discussed by some of the students regarding their social learning experiences was an engagement with online communities. Some of them had created online spaces in order to support each other and to exchange knowledge.

For instance, Spencer recounted how they:

> "built up like a mini community within the students within the room so that was really good because you didn't feel on your own so I think where it sometimes you feel like you sort of trying to swim against the current… But you're all on it together so you could always cheer each other on or send each other a message or you know its 3 o clock and I'm still trying to do my referencing (laughs)."

Consequently, using virtual spaces to continue learning within a social context were sought, although these were student initiated. Louis (2015, p. 119) asserts that it is imperative to build learning communities outside of the classroom in order to provide an "interactive environment that challenges students to construct knowledge collaboratively." By students creating their own online community to share ideas and discuss issues, they took the initiative to develop their own learning community which to them made their learning journey much more meaningful.

Therefore, it might be that in a digital world these types of online learning communities are important to further support students in developing their knowledge and understanding and in turn provide opportunities to develop socio-emotional intelligence, as they can practice social skills albeit in a different manner. Nevertheless, these spaces should not replace face to face meetings and the social aspect of learning within a university environment as retracting from real social situations can cause isolation (Shushok Jr and Kidd 2015).

4.6.2 Subtheme 2: Gaps in practice: Learning from experience and from others:

This section explores areas identified within the delivery of the programme where there seems to be gaps in provision to support students in developing their socio-emotional intelligence.

4.6.3 Subtheme 2.1: Gaps in practice: "As long as I got them through their assignments"

All participants involved in the project acknowledged in their view there was nothing explicit within the programme to support students in developing their socio-emotional intelligence. For instance, Lecturer Sophie told me:

> "I personally haven't seen a great deal of support available or CPD for people in that situation…most of the CPD that is available for people working with young children is much more concerned with getting them up to speed with the current regime whether it happens to be the phonics that we're introducing or early numeracy or whatever, but actually considering their personal professional needs is very low in the agenda"

Consequently, she stated" I think there is certainly room for it" However, Lecturer Sophie warned that:

> "It very much comes down to the interpretation of the tutor who is delivering it; the way the direction in which is taken."

Furthermore, and discussing the lack of opportunity to develop students' socio-emotional intelligence, Lecturer Carol reported that:

> "Probably the way I was able to develop students social emotionally was though tutorials, but that's the nearest I got."

She went on to say:

> "As long as I got them through their assignments, I don't think I was particularly concerned about their social emotional development."

This statement is of some concern especially as it is not the first time I have heard a lecturer say something similar. Is as if there was a lack of awareness of the important role we play as scholars sharing much more than just our knowledge. It could also be that the lack of time, proper training or over emphasis on research within a Higher Education environment has, to some extent, influenced how lecturers see their role. Either way, it is important to develop an awareness of our impact and how this can affect the students in our programmes.

Within my teaching philosophy I believe in the importance of building effective relationships with students to support them in learning and developing. Rogers (1961) asserts that it is vital not to be merely a font of knowledge, a sterile pipe through which knowledge filters through; when Lecturer Carol told me that as long as she got students through their assignments she was not concerned with their socio-emotional development, she perfectly illustrated what Rogers asks not to do.

This type of feeling of apathy is something that as mentioned before, I have heard more than once by disillusioned teachers of all ages who as Lecturer Sophie put it, teachers are "much more concerned with getting them up to speed with the current regime." And although she was referring to students, due to the many changes that education has had over the past decade it is not surprising that some academics also may feel like that. It could be that something of that nature influenced Lecturer Carol to report it like that.

Conversely, she did state that students should have support in developing their socio-emotional intelligence but did not elaborate on how. Instead, Lecturer Carol told me that she felt that in a way students flourished by the time the programme finished due to their knew found knowledge. This is something that I have also witnessed and that students reported when stating that knowledge gave them confidence as previously discussed. Therefore, it may be that certain areas of socio-emotional intelligence do develop unexpectedly or without purposefully being an outcome of the given curriculum.

Nevertheless, confidence is just one small part of socio-emotional intelligence and there are many other areas that could possibly be developed in Higher Education programmes such as the Fda Early Years. Still, I wonder how these areas can be developed if the people creating, planning and delivering these programmes do not have the knowledge and expertise to facilitate it. Consequently, supporting lecturers to gain knowledge of the subject is crucial as is engaging them in developing their own socio-emotional intelligence. These would not only strengthen their provision but would enhance their own experience.

It is interesting that emotions and feelings from the point of view of the lecturers were only mentioned within a negative context. According to Mortiboys (2012), Higher Education teaching can be emotionally charged. Therefore, it is important to account for the emotional aspects of teaching and how to deal with them. In his book, Mortiboys (2012) presents examples of how lecturers can develop emotional intelligence. He includes exercises and practical ideas based on research and relevant theories. Although most his book looks at emotional intelligence within the context of the classroom, he does include a few sections looking at the importance of emotional intelligence from a personal perspective. This to me, seems like a

sound starting point from which to elaborate to continue developing socio-emotional intelligence in lecturers.

However, the emphasis should be for their enrichment and not merely with a view to improve outcomes. This is further asserted by Vesely et al. (2013) who state that emotional intelligence predicts positive life outcomes and therefore training for teachers in areas related to emotional intelligence can influence their wellbeing as well as job satisfaction, and this is turn will have a positive effect on students.

Concurring with this, Lecturer Hannah thought that for students learning about socio-emotional intelligence:

> it's fundamental, and even more important, because not only are you focusing on your own educational development, but that part of that and ingrained in that is how you support other's intellectual development, including their social and emotional development. If you don't have a competent grasp on your own emotional intelligence and ability to operate differently depending on the social situation, then how can you model that to other practitioners that are say level 3, or level 2, or apprenticeships or even the children"

However, in current programmes there is little opportunity for students to develop their socio-emotional intelligence. Both students and lecturers agreed that there was much more that could be put in place to do so. The link between the development of students and lecturers' own socio-emotional intelligence and effective teaching is supported by literature. Trainee and new teachers can benefit from training in emotional intelligence to amongst other things improve student achievement (Goad 2005; Nelson et al. 2005; Justice 2005). What is more, according to Vaseley et al. (2013, p. 81) as:

> "a hallmark of effective teaching is reflected in the ability to manage emotions and to implement effective coping strategies during stressful times."

Brown and Convoy (2011) also explored the need to support students involved in early intervention programmes to develop socio-emotional competences but again so they could support children and families effectively. Conversely, NICE (2012) found that there was a need to offer training and support for people working with children, to be able to cope with stressful situations and complicated workloads. I argue that this last view is quite telling, perhaps as it has been sought from those who work with children. The rationale for learning about the subject ought to be much more important than to have positive outcomes for the children in their care.

What is more, the emphasis on this development must be the development of socio-emotional intelligence for the benefit of these students to further enrich their own experiences and overall wellbeing (Seligman 2011). Once they have gained further knowledge of how to manage and regulate their emotions, develop effective relationships, and are self-aware, for example (Jennings and Greenberg 2009), then classroom outcomes will improve, not as the rationale for developing socio-emotional skills but as a byproduct.

4.6.4 Subtheme 2.2: Gaps in practice: Knowledge gives you confidence

Confidence is one of the attributes of socio-emotional intelligence and was briefly mentioned in the previous. All students were aware that learning has given them inner strength to be able to apply principles in practice. They referred to the notion that as they learnt more theory about a given topic, they felt more comfortable to apply this theory to practice or substantiate their work ideologies to people within their setting as well as parents. It was clear that for students in this study gaining knowledge made them more confident in applying its principles to both practice and their own life.

This is corroborated by Lecturer Sophie who stated:

> "Those who came into the Fda in my experience were under confident on their own academic ability because they have never considered moving onto HE previously so it was sort of an awakening for many of them that they were able to extend their academic knowledge also their understanding… it helped them recognize the skills that they had. And that is where it would have been very useful to tap into those particular skills of emotional intelligence."

However, Lecturer Carol disagreed as to her there was already development of socio-emotional intelligence, specifically confidence in the current Fda. According to her:

> "When they came in, and when they left, they were two different practitioners. There was a development in many ways really. You saw them kind of flourishing away."

Therefore, it could be that gaining knowledge that they could apply, implicitly supported them in developing some aspects of their socio-emotional intelligence. This has also been my experience especially during the first year of their programme. As students gained knowledge they became more confident in their practice and in themselves. Agreeing with this Alex told me:

> "I realised I actually know more about it which then develops your confidence to then be able to write better because you feel, I do know this."

What is more, to Mel knowledge "gives you the confidence that what you are doing is right." Sam agreed whilst saying "I've grown in confidence and the knowledge of even just be a model of support." This idea is further asserted by Spencer who believed that learning socio-emotional intelligence has given them the knowledge needed to support children effectively but also to learn about themselves; to know that they must take their wellbeing into account, to then be able to support children but also in their personal life.

Consequently, something that specifically relates to learning about socio-emotional intelligence could be implemented within the practice development part of this project. For instance, Pool and Qualter (2011) found that it is possible to increase some areas of emotional intelligence in Higher Education through teaching interventions where students are explicitly learning about areas of emotional intelligence. Furthermore, with specific reference to confidence as one of the attributes of socio-emotional intelligence, perhaps knowledge about themselves through personal reflection, considering their lived experiences, would allow students to further develop this area and feel more self-assured.

An idea of how to support students in developing their socio-emotional intelligence was given by Grant and Kinman (2012) who explored the need to develop resilience, an attribute of socio-emotional intelligence, in social work students. Grant and Kinman (2012, p. 617 discussed the need to support these students to develop an "internal tool-box of coping strategies" by delivering a series "wellbeing days." Their aim was to enhance the students' understanding and familiarise them with strategies to develop resilience and self-awareness. Their training sessions covered the following topics:

> "mindfulness;
> . thinking skills (Cognitive Behavioural Techniques);
> . utilising supervision for reflective practice;
> . peer coaching to enhance social support and promote wellbeing; and
> . self-awareness and action planning" (Grant and Kinman 2012, p. 612).

Although their programme was developed for social work students Grant and Kinman (2013) later published a report that included other caring professions (nurses and midwifes) which could benefit from such training within the curriculum. This is something which could also be useful for students since they may have to

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deal with similar issues regarding caring responsibilities and could therefore benefit. Concurring with this within a wider spectrum, Pope et al. (2012) state that it would be useful for HE institutions to further complement and inform personal development planning by including teaching sessions for students to develop their socio-emotional intelligence. According to Pope et al. (2012), doing so would aid students' academic progress and future employability.

4.6.5 Subtheme 2.3: Gaps in practice: "Reflection is almost like a token statement"

A further noticeable finding was participants' reference to the capacity to be self-reflective. It was a recurrent theme throughout the interviews, not only when they were describing and defining socio-emotional intelligence, but also when talking about its development, areas for improvement and practice knowledge. For instance, Lecturer Kate acknowledged that "when reflection works at its deepest level it…should involve me reflection on how I reacted."

Being reflective featured within most interviews as participants acknowledged that experience was the most influential asset to develop socio-emotional intelligence. Most participants discussed it when talking about how to develop it. To these participants, reflection was an integral part of being and becoming socio-emotionally intelligent. For instance, Sam told me that "it [socio-emotional intelligence] comes from being reflective." Whether Sam meant reflection as a way of thinking about things or developing an awareness of their feelings was not clarified.

Still, Alex cautioned that even though;

> "We should be a lot more reflective, people don't really understand why you should be reflective [it] is almost like a token statement."

Therefore, it is clear that to them reflection within the context of socio-emotional intelligence is an important factor. Alex referred to it within its definition as looking back on a situation and how they reacted to it. This happens, according to Alex, in order to learn how to do it better in the future. Still, Alex's point is important and should be considered, as reflection as a term, has become popular and perhaps misunderstood.

This over use of reflection could be in part due to current practice where being a reflective practitioner features prominently in theory, practice and policy. Government initiatives and programmes expect students to be reflective with an emphasis on improving practice (DFE 2012, 2013). Consequently, it may be that the essence of reflection which is to gain insight has been lost. Instead, surface learning and over usage of reflective cycles that may not be meaningful to these participants has saturated their willingness to reflect. However, participants did not discuss reflection just in the sense of using a reflective model to go through, but more related to the ability to contemplate the lived experience in order to gain something from it.

There was an overall consensus for the need to reflect deeply and meaningfully and at present this was not achieved within the Fda. Although students were asked to reflect in and on action, these reflections were carried out having to use a model of reflection and within a timeframe. Lecturer Carol acknowledged this when telling me that:

> "Teaching reflective practice has become so ingrained in level three and four that I don't even think that people really understand what it means."

Lecturer Kate said that using reflective models could be counterproductive as people only "scratch the surface" of a situation by being descriptive and "going through the motions." Conversely, some students did value the use of more formal methods to reflect -although using tools not always associated with reflection- or guidelines with parameters to prompt them and the security of following something that felt organised.

For example, Spencer thought that:

> "Maybe something could be devised for students… outlining lots of different things, you know, so they can introduce them to the SMART goals early on"

Agreeing with this, Sam reported that to develop their own socio-emotional intelligence:

> "you've got to be organized, its eradicating failure for me it's achieving SMART [goals], it's got to be diarised if they could put it in a calendar so that they've got a point of reflection every now and again to juggle that if they are a list maker or a mind mapper however they think that it's got to be achievable and realistic and timely because as I keep saying, if you set yourself to fail you know…you are going to feel pants."

In any way, structured or unstructured, there seemed to be a common agreement in the need to be reflective. However, traditionally this type of descriptive reflection which is assessed, time constrained and prescriptive does not allow for in depth contemplation. It is more about getting through the unit by using the cycle to describe without deep thought or feeling for the lived experience, even though I know this is not the intended outcome. This would concur with the previous statement that Lecturer Kate made regarding the use of reflective models within the classroom.

Furthermore, Lecturer Kate mentions time being of importance to be able to reflect and Lecturer Carol states that students when studying:

> "don't have the time to really sit back and think about themselves, their wellbeing, and their awareness of what they do to themselves."

What is more, she cautioned "in reflection I would say, [reflection] is not given a high enough priority within the program." Lecturer Hannah also talked about the importance of having the time to develop socio-emotional intelligence as students write about their feelings, experiences and thoughts. Additionally, when discussing one of the units she delivers on a similar programme where students need to reflect by using a blog Lecturer Hannah noted:

> "What was fascinating is they had to blog their experience, and their thoughts, and their feelings, and over time, they started to apply it personally"

Consequently, by giving these students the time to reflect, Lecturer Hannah observed how they were able to do so. Concurring with this idea, the notion of having time to think was one of the main findings from the pilot focus group. The four students that took part and were asked to reflect on certain socio-emotional intelligence terms, were in agreement that having the time to think about the notion of socio-emotional intelligence and its various areas had given them a richer understanding as they were able to "nip in an out" of it when writing, without having a set deadline.

Lecturer Carol said that "a lack of time could be one of the things" but also "a lack of understanding of the depth that is required in reflection." Lecturer Kate also made reference to giving the space to step back when discussing the importance of reflection:

"Because it's about stepping back from the situation, looking at all the factors, thinking about what I could have changed and so I think again, with social and emotional intelligence, it is a little bit about being able to reflect on myself. So, then that's kind of that intra-personal isn't it? Of how aware am I? I'm not sure how you teach that?"

Similarly, to Lecturer Carol's point on depth, participants referred to the importance of reflection in order to bring something up to the surface to learn from it. To Lecturer Hannah "the units where there's reflection [could have] more of a link to their own personal development." And Lecturer Kate told me that:

"Reflective process became a little bit of a kind of therapy (laughs) on how the group dynamics have worked. But when reflection works at its deepest level, it should shouldn't it? It should involve me reflecting on how I reacted and me reflecting and so yeah, in that kind of reflective practice module, there is another opportunity, isn't there?"

Thus, there was a common implication that socio-emotional intelligence is an attribute within us and should be given space, acknowledgement and permission to flourish within a reflective environment. Being able to self-reflect was an important issue articulated by both students and lecturers, when referring to socio-emotional intelligence and how to develop it. Concurring with this, Gill (2014) found that purposefully developing opportunities for reflective practice increased aspects of socio-emotional intelligence such as self-awareness. This is further asserted as important by Grant and Kinnman (2013) when referring to emotional resilience.

Being able to reflect in order to develop socio-emotional intelligence is important (Grant and Kinman 2013). Rees (2013) found that by facilitating reflective learning, students were able to engage more meaningfully with their emotions. For instance, the capacity to be empathic whilst remaining detached as they could make sense of the situation. By doing so, further demonstrating the importance of reflection.

According to Rees (2013, p. 49)

"reflection helped the students to develop background resources and strategies to manage the emotional challenges inherent in caring work."

A notion which could be applied to students. For instance, Ingram (2013) maps aspects of emotional intelligence to reflective practice presenting an adapted view of Schon's (1987; Ingram 2013) expert practitioner model. His paper makes specific links to emotional intelligence attributes and concludes by stating the importance of emotions within practice. Whilst this paper makes some valid points, it seems to be

focused on the skills needed to practice effectively with an emphasis on the benefits for the end users, therefore improving practice.

Nonetheless, the need to engage students to reflect in order to develop their socio-emotional intelligence should go further than that. It should be encouraged for their own benefit personally and professionally so that they are able to have the emotional robustness, amongst other things, to deal effectively with all aspects of their lives. We should be supporting them within a holistic context where their personal development is as important as their academic achievement and professional practice as these are interwoven.

4.7 Subtheme 3: Opportunities for Practice development

4.7.1 Subtheme 3.1: Opportunities for Practice development: The learning environment

This section explores the areas identified which have the potential to support students in the development of their socio-emotional intelligence. It is divided in two main areas: the learning environment and the lecturer's role.

Students recognised how the learning environment can influence the way in which they develop their socio-emotional intelligence. For example, to them, studying in a small class, as mentioned previously, where they got to know each other was advantageous as they could learn from one another and be supported effectively. Also, by going through the experience together they were able to practice socio-emotional intelligence skills such as empathy, rapport, developing and handling relationships effectively. Additionally, for some, whilst going through a difficult situation, having the knowledge that they had a safe environment in which to share their experiences without being judged was an important factor in fostering their socio-emotional intelligence. Participants said that they enjoyed sharing knowledge and experience with others and that they found it gave them confidence in their abilities. For example, to Mel:

> "getting information of how other people practice, gives you the confidence to know you are doing it right."

This concurs with a study of learning environments carried out by Hayes et al. (2016, p. 8). In their study some students stated that the "learning environment had facilitated their acquisition of generic and transferable employability skills." What is more, they also found that social learning spaces where students could interact and

learn from each other were value. Consequently, the learning environment ought to be accounted for when supporting students.

Learning by observing also featured prominently, consequently the learning environment where others are the tools from which to learn should be taken into account. What is more, students acknowledged that having an organised programme of study with all the relevant tools they needed to learn also supported socio-emotional intelligence attributes as they were able to feel comfortable and secure. For example, Spencer talked about how her group had a negative experience at the beginning of their course, due to the lack of organisation and communication and this to them, had affected their confidence, self-esteem and in some cases their resilience. There was a high dropout rate during that time and those who stayed in the programme did not feel valued or supported. Spencer stated that it was only when a supportive and caring lecturer took over the programme and took immediate action to resolve all the issues and listen to them, that they felt able to learn effectively.

The learning environment was seen as important to support students in developing their socio-emotional intelligence. They mentioned the importance of feeling safe and being able to learn from others. These students as mentioned previously learned in small classes and could therefore get to know each other. There are two experiences I have which have both shaped and further reinforced the importance of the learning environment. As a learning development lecturer, which is my current post, I see how students in small cohorts, particularly prevalent in post graduate programmes, who share most of their sessions and can therefore get to know each other, experience opportunities to develop their socio-emotional intelligence within a social context. These students seem to settle quicker and know where to go for support.

Conversely, groups of large cohorts where there is no base and where students do not have a particular group where they belong and can go back to, find settling in and making friendships more difficult. This may be particularly hard for shy students or those with low self-esteem who do not feel comfortable speaking in a large class. And although there are tutorials in many universities where students meet every one or two weeks with the same group and tutor, if these students are not given the time to develop bonds or get to know other students, they may struggle. Therefore, opportunities and spaces to develop friendships and bonds are quite important to

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support students in developing their socio-emotional intelligence, but also to feel that they have a community of peers in the same situation as them which would reinforce a sense of belonging (Mortiboys 2012; Parkes 2014). Consequently, this need for safe spaces must be taken into account when creating the practice development tool.

4.7.2 Subtheme 3.2: Opportunities for Practice development: The Lecturers' role

This section explores three main ideas identified within the interviews where lecturers can influence the way students develop their socio-emotional intelligence.

Giles et al. (2012, p. 233) argue that within the context of higher education, teacher-student relationships are traditionally not explored but should be as they are "essential to the educational experience". According to them, these relationships allow teachers to relate and attune to their students. Doing so has the potential to humanise education and make it more meaningful to both student and teacher. Within this study, students acknowledged the importance of building and having effective relationships with the lecturer, one of mutual respect and rapport where they feel secure and valued. All of the students interviewed explored this notion and how a supportive lecturer willing to listen to them and to genuinely care for their needs makes a great difference within the learning environment. For instance, Danny, when referring to support from the lecturer told me:

> "The fact that we actually stuck there and got there it was just another example that when you've got the right support, the right encouragement and the right people and the right things going on, you can pretty much plough through a lot of hardship."

This emphasis on personal relationships was also acknowledged by Derounian (2017) who identified the need to develop effective relationships between lecturers and students. Additionally, Arjunan et al. (2016, p. 2) also found that good practice requires lecturers to connect and engage with students so that they can "reach their true potential."

Furthermore, students talked about a lecturer who functioned as a role model, able to demonstrate their own socio-emotional intelligence within the classroom and who integrated its principles within the lectures. Some participants said that learning about the subject could be done as a separate unit whilst others said it could be

integrated. However, they all agreed that it should be included as part of the learning journey and with the right support from a lecturer.

This idea of being a role model was further identified by Lecturer Kate who stated that:

> "Whenever we are teachers we should be role models, so we should be able to role-model the kinds of relationships that we would want our students to be able to themselves"

Additionally, Lecturer Kate said that as lecturers "we are about transforming people", to Lecturer Kate it was about "modelling it…sharing the possibilities with the students." Still, I may need to consider power relationships, as lecturers at some point will have to mark or assess a piece of work and therefore may be seen by students as superiors. Then again as previously explored in the methodology chapter, this might not be the case in the current climate where students can and do 'grade' an academic's performance through surveys and feedback forms and could therefore be perceived as having more power than has been the case previously.

Students saw the role of the lecturer as one that is knowledgeable in socio-emotional intelligence as their own attitude can influence students. Spencer asserted: "I don't think the teachers quite realise the impact they can have." They talked candidly about times where different tutors had disregarded their own emotions and seeing them as individuals within a holistic context and how this had affected their performance. For example, Spencer said: "if you meet their needs holistically then obviously they'll be able to get the best grade they can."

Hence, if students feel valued, supported and encouraged they will do the best they can. What is more, Spencer asserted: "it makes a difference (to have) time for us as students, not just as a class but individually if we needed." Lecturer Kate agreed and further argued that "there probably does need to be a shift in the way the teaching role is viewed." Thus, seeing the role of lecturers as approachable and able to be more than a 'font of knowledge' but rather genuinely interested in students to support them in how they learn better ought to be accounted for. Vesely et al. (2013, p. 81) further assert this as they state that an effective teacher has skills that go:

"beyond the conveyance of academic knowledge and requires emotion-related competencies."

This is something that could normally be carried out by a personal tutor or learning advisor. Students agreed that having a personal tutor was an important aspect in the development of their socio-emotional intelligence, an individual who had the time to listen to them and the knowledge to support them effectively. Nevertheless, there was a strong indicator from most students that it was part of the lecturer's role to demonstrate and practice it. Arjunan et al.'s (2016) investigation of good practice in Higher Education based on students NSS feedback also found that students liked personable and approachable lecturers who know their names and interests.

Spencer said that passionate lecturers can enthuse students, and this was also acknowledged by Jules as previously stated. Their view concurs with Derounian's (2017) findings where one of the characteristics that students in his study identified as inspirational teaching in Higher Education was passion for the subject. Additionally, this notion of a passionate lecturer was also identified as important in Arjunan et al.'s (2016) report.

The lecturer was clearly seen as integral in supporting students to develop their socio-emotional intelligence from a variety of reasons and in various ways. Shahid et al. (2015) found that lecturers who have emotional intelligence nurture a positive classroom environment and support students to succeed in their studies. Concurring with this, students highlighted the role of the lecturer as important in supporting to develop their socio-emotional intelligence. They asserted that a committed and supportive lecturer who had the time to build effective relationships made a difference to their own development.

This was not evident within the lecturers' responses who apart from Lecturer Kate, always referred back to the students, teaching strategies or classroom management. What is more, whilst Lecturer Kate did acknowledge the need to help students deal with difficult situations, how to do so was not discussed. Dolev and Leshem (2016) found that emotional intelligence can in fact be developed in teacher training programmes and doing so can impact teaching practice, student-teacher relationships as well as their sense of meaning as there is a:

"positive relationship between emotional intelligence and professional development of teaching students" (Dolev and Leshem 2016, p. 88)

And even though their study was carried out in Israel looking at teachers within a school environment, I would argue this should also be applicable to teaching within Higher Education.

Three lecturers talked about introducing counselling skills for students to support them in developing their socio-emotional intelligence, although to Lecturer Sophie these were in order to be able to signpost parents in their setting to the appropriate service. Conversely, Lecturer Kate said that:

> There's probably principles from there [counselling] that we can think about. Often when I'm teaching reflection, it feels like I'm teaching a little bit of counselling."

She also acknowledged that students should have counselling skills for their own benefit, so that they could learn to protect themselves, label their feelings and manage their emotions. For Lecturer Kate, this could be in the form of individual or small group sessions or discussions led by someone knowledgeable in counselling or a trained counsellor, where students could "explore emotions, expressions and interactions between people." For instance, Lecturer Kate stated that they could have activities such as practicing active listening skills where they would learn about paraphrasing, non-verbal communication and positive feedback.

Another idea was to introduce activities to develop socio-emotional literacy and labelling. Here Lecturer Kate talked about the experiences of doing so on a counselling course where participants had to write their own definition and personal experience of certain words and then share them with the group. This to Lecturer Kate:

> "led you to realise that your understanding of disappointment, might quite be different from someone else's understanding of disappointment…the one word disappointment, can mean 20 different things to 20 different people."

Lecturer Carol agreed with this point and the notion that students should explore deeply their own feelings and experiences in a "kind of therapy", although to them this could be done through deep reflection. This further substantiates the idea of developing socio-emotional intelligence in lecturers as they have to in turn, support students whilst caring for their own wellbeing (Mortiboys 2012; Seligman 2011).

Although some believed that most socio-emotional intelligence attributes are developed during childhood, there was an overall acknowledgement that further

development of socio-emotional intelligence was possible and necessary to be able to support children, parents and colleagues effectively within their practice. Still, although some participants acknowledged the importance of developing it for their own benefit (away from their practice), most continuously referred to it within the context of their practice. This could be due to the strength of their identity as being practitioners. Maguire et al. (2016) found that programmes which incorporate strategies to develop emotional intelligence in their students can impact students' engagement and performance in Higher Education, thus, having a positive effect on classroom outcomes as well as students' development.

Consequently, further exploration is necessary so that students and lecturers see the benefit of developing socio-emotional intelligence within a holistic context. This would concur with Vesely et al. (2013, p. 81), who noted that:

> "a hallmark of effective teaching is reflected in the ability to manage emotions and to implement effective coping strategies during stressful times"

The implication for students would be that they would be able to apply it to every aspect of their lives, thus enriching their experiences. For students it would be about further realising that if students are socio-emotionally intelligent they will settle better, perform better and achieve more. Spencer valued this and said that to them it had been very useful to learn certain aspects of socio-emotional intelligence and apply them within their life. It did not have to be about very meaningful and life affirming things but it could involve small changes.

For example, to Spencer being able to feel that they could care for their needs without feeling guilty was "liberating" and it happened when they realised that within their time management planning they should include resting and socialising. Thus, even though this activity was not specifically designed to develop socio-emotional intelligence, it had done so as Spencer understood that caring for themselves was important.

Many ideas were given when talking about current provision, most reiterating that it was poor or non-existent unless the lecturer had a particular interest in the subject. "We probably should be helping them to manage some quite complex relationships" said Lecturer Kate. When talking about how to improve present provision, most believed it was something that should be embedded and pointed out but not singled

out. Perhaps, some argued, that by building it within each unit as part of learning outcomes it would be developed implicitly. Few participants thought it could be taught as a unit and one Lecturer mentioned it should be something that needed assessing or testing. As socio-emotional intelligence is something particular to each of us, subjective and a personal asset, testing or assessing does not seem appropriate, at least not within the context of this doctoral project.

All participants agreed that knowledge of socio-emotional intelligence and being able to label emotions were imperative and should be integrated; however, the way to do it varied. For example, when talking about confidence building, participants referred to doing presentations, and when talking about resilience building and motivation, they mentioned positive feedback. These would all link to experiential learning strategies which Grant and Kinman (2013) found useful to develop in their case, resilience.

The importance of role modelling by lecturers, as previously mentioned, was also mentioned, for instance, by being able to manage difficult situations or behaviour effectively within the classroom or by being confident, positive and engaging when delivering a session and by using appropriate language when referring to socio-emotional intelligence (labelling). Derounian's (2017) study into what makes an inspirational lecturer also found these characteristics of motivation and encouragement.

Furthermore, when referring to the type of support students should receive when, for example completing their undergraduate thesis, Derounian (2017, p. 2) stated that there is a:

> "need to be emotionally aware in understanding how their own - and student - attitudes and behaviours can influence - for better or worse - undergraduate dissertation/thesis preparation"

I agree but would argue that this should be the case not only for dissertation preparation but all the time.

Group work and plenaries where students were able to learn from each other also featured prominently within their interviews. They saw social learning as an important aspect of socio-emotional intelligence and valued the contribution that others made to their own learning and experience, especially in small groups. What

is more, by being able to practice social skills such as sharing, negotiating and active listening they felt they could further develop it. Feeling valued within the classroom and asserted within the group by doing activities where they could try things together within a safe environment were useful to students as mentioned previously.

Given the emotionally charged role of teaching and learning in Higher Education (Vandervoort 2006; Mortiboys 2010, 2012; Grant and Kinman 2013) and the fact that it can affect students' performance as well as student experience (Maguire et al. 2016), makes the notion of developing socio-emotional intelligence in both lecturers and students important. Consequently, although this was not the main aim of this thesis, the fact that it does have an impact has an implication which is important for universities and should therefore be further explored.

Trigwell (2012) asserts that there have been no studies acknowledging the links between teaching in Higher Education and the emotional experiences of those teaching, although it is an important factor. Hence, this is a significant finding, as it is clear that although it is an important issue as seen by the students, more research is needed in the subject. Carrying out research in this topic could strengthen the notion of being or becoming more socio-emotionally intelligent whilst teaching in Higher Education, and by doing so, providing a platform in which to thrive, thus improving the learning and teaching experience. This will be explored further in the last chapter.

4.7.3 Key messages

- Participants value experience as a way to develop socio-emotional intelligence
- Students learn and develop aspects of socio-emotional intelligence from each other within the classroom
- Time and space to reflect are important to develop socio-emotional intelligence
- An environment where students feel safe to share their experiences is important
- Knowledge of socio-emotional intelligence and how to develop it is necessary for all participants

- Students value the role of a more knowledgeable other (lecturer) as a role model to develop socio-emotional intelligence

- Lecturers need to develop their knowledge and understanding of their own socio-emotional experience and how to develop it in order to support students to develop their own.

Based on all of the above it is clear that the role of the lecturer, time and space to reflect and the learning environment are of great importance and should be integral to the practice development tool.

4.8 Summary of findings

Within this chapter a series of themes were identified through the interviews with both students and lecturers. These themes directly link to the main aim of this doctorate, which was to develop a tool to support socio-emotional intelligence in Early Years students.

The following table illustrates how the research questions can be directed linked with the themes presented throughout this chapter:

Research questions	Evidence within text	Findings
1) What are the experiences of students in reflecting on their own socio-emotional intelligence whilst completing an Fda Early Years?	**4.2 Understanding and reflecting on socio-emotional intelligence**	Students' understanding is apparent although they seem reluctant to apply it to their own personal experience Although these students reflect on their socio-emotional intelligence, there is a need for more time and the thinking space to allow them to reflect deeply
2) What are the experiences of students in applying socio-emotional intelligence in their practice?	**4.3 Application of socio-emotional intelligence in practice**	Students are able to apply socio-emotional intelligence to some situations, sometimes without awareness. They are however, very able to identify it in the children in their care

3) Is there a need for development within the Fda provision?	**4.4 Development of Socio-emotional intelligence**	Yes, there is a need for development as some students have misconceptions, for example regarding negative emotions. There is a need to allow for space and time for reflection once the subject has been introduced
a. What are the gaps in the professional development whilst completing an Fda Early Years?	**4.5 Learning from experience and from others**	Opportunities for self-reflection Opportunities for Lecturers to learn about the subject and develop their own socio-emotional intelligence so that they can, in turn support these students Support for lecturers in developing activities that foster socio-emotional intelligence
b. What form of development would be most acceptable to students?	**Gaining Knowledge and Learning from a more knowledgeable other**	This part will be further explored in the next chapter where the development tool will be presented.

Table 11:   Summary of Findings (Devis-Rozental 2017)

4.9   Personal reflection

I have found that my skills and that my knowledge are transferable. All these things I have learned, that knowledge I have gained, I can apply effectively.

In fact, these same insecurities that my students had in the Foundation degree, I have seen on first year students, continuing students and postgraduate students. Many seem to have that lack of emotional and social robustness. Most of them are not just lacking in academic knowledge but the tools to feel that they can achieve something and I think that is a big part of the job we do. Having realised how important it is for people to have an understanding of socio-emotional intelligence and based on the themes and discussion chapter I think there needs to be an overall definition of socio-emotional intelligence that takes into account everything I have learned from every stage of my research.

4.10 Conclusion

This chapter presented the main empirical findings from this qualitative research project applying a thematic analysis where codes, themes and sub themes were identified and described. The main findings indicate that although students reflect on their own socio-emotional intelligence and understand some of its areas, there is a need for further development regarding the type of support they receive to continue enhancing their knowledge and understanding of the subject and their ability to apply it holistically.

For instance, there is a need for a personal vocabulary as participants' value how knowledge gives them confidence. A significant finding concerns the role of the lecturer as a knowledgeable example who models socio-emotional intelligence, one who is supportive and able to build positive relationships with students. Furthermore, the role of deep reflection and insight without a time frame and constrictions is also acknowledged.

Wellbeing is seen as a way of being socio-emotionally intelligent, and at first I thought it would have to be further explored, but since students talk about it within the context of feeling good about themselves, not being upset or angry, I believe it is clear enough. They clearly relate it to their own personal experiences and how being able to cope or manage a situation, being resilient and confident even in adverse situations is down to their emotional wellbeing but it could also affect it.

Overall, these findings have given me a wealth of relevant information and have allowed me to see socio-emotional intelligence with many different lenses. I have been surprised by some ideas, for instance the great emphasis given to the role of the lecturer as a facilitator, a model and a source of knowledge to support the development of socio-emotional intelligence. But I have also been able to reiterate some of my own ideas such as the fact that social learning in small groups, whilst in the right environment, is a powerful way do develop socio-emotional intelligence.

I have also learned a great deal about myself and my role as an envoy, an interpreter, a seeker. At times, whilst writing this chapter, I felt vulnerable and insecure as I wanted to keep the findings true to each of the participants who so generously gave me their time and, in some cases, very personal and delicate information. Nevertheless, by immersing myself in the data, reading and listening to

it many times and attempting to remain non-judgmental, authentic, factual and genuine, I hope I do them justice with my interpretations and assertions. Commonalities did occur throughout the interviews due to its semi-structured nature and perhaps because the values and beliefs held by those involved in this project and their experience of education and learning are similar.

The next chapter provides a final discussion that takes into account key aspects emerging from this professional doctorate and includes the limitations and recommendations for future practice.

Chapter 5   Final Discussion

5.1   Introduction

This chapter will explore how my new-found knowledge, contributes to academic knowledge of socio-emotional intelligence, within the context of Higher Education teaching and learning as well as teacher training and, how it has informed and influenced my practice and creation of the blog, taking into account relevant theory. It first provides a new definition of socio-emotional intelligence based on my gained knowledge throughout this doctoral journey. It also identifies some of the limitations of this work and how these have been minimized as much as possible. Some of the explorations I have included in this chapter were developed as part of my application for Senior Fellow of the Higher Education Academy (SFHEA) which I successfully achieved in October 2016. They have been included here since they link to my practice and further demonstrate the interrelated nature of a professional doctorate where theory, practice and a personal narrative are present. Throughout this thesis I have attempted to show the reader how my research, my practice and my personal experiences are all interlinked, a constant that has also influenced my thinking and expertise.

5.2   A new definition of socio-emotional intelligence

As part of this thesis and in order to link social and emotional intelligence, I have developed a definition of socio-emotional intelligence taking into account everything that I have learned throughout this journey, both theoretical and empirical, and that I think represents what I have found it to be.

> "Socio-emotional intelligence is the ability to integrate feeling, intuition and cognition to acknowledge, understand, manage, apply and express our emotions and social interactions at the right time, for the right purpose in the right context and with the right person. Its overall aim is to have a positive impact on our environment and to engage ourselves and others to be present, authentic and open; in order to achieve a sense of wellbeing and to build effective relationships in every aspect of our lives" (Devis-Rozental 2017).

5.3   Key aspects emerging from this Professional Doctorate

When I began this doctorate, I wanted to explore the understanding and development of social and emotional intelligence in Early Years Students, who were doing an Fda Early Years programme. This would in turn inform my practice development, culminating in the creation of a suitable tool. As these students are

Early Years teachers, this research would be in line with Pugh's study (2008, p. 3) where he recommended that,

> "Higher Education programmes and partner schools would benefit from time, curriculum provision and government agency support to recognise, reflect upon and develop emotional intelligence teaching"

However, within the themes and discussion chapter it was identified that both students and lecturers should be considered as the lecturers influence the students. Consequently, both were taken into account when developing the blog, and for the purpose of inclusiveness, the term scholar was chosen.

There are six key aspects that I learned from the interviews which included:
1. Scholars already had some knowledge of aspects of socio-emotional intelligence, however they were not always aware of it
2. Students in the Fda Early Years were aware that the lecturer's socio-emotional intelligence impacts on the student's own socio-emotional intelligence
3. Scholars focused on socio-emotional intelligence in others, although did not relate it to themselves
4. Scholars need a safe space to reflect and develop their own socio-emotional intelligence
5. Students need support to see all emotions as valuable and accepted
6. Practical needs and the environment affect how individuals access their socio-emotional resources

Overall, it is clear that lecturers must acknowledge, understand and apply their socio-emotional intelligence as this has an effect on their students, in this case the Early Years Students. Therefore, the notion of lecturers as merely imparting subject knowledge without taking into account the impact they have on their students must be revisited. I propose that a more integrated approach where lecturers apply an embodied relational understanding to develop their practice, build relationships and improve their wellbeing should be recognized.

This illustration in figure 15 represents the embodied relational understanding by Todres and Galvin (2008). It is a plait where head, hand and heart are equal strands interlinked and inseparable resulting in a more wholesome, insightful scholar who is socio-emotionally intelligent.
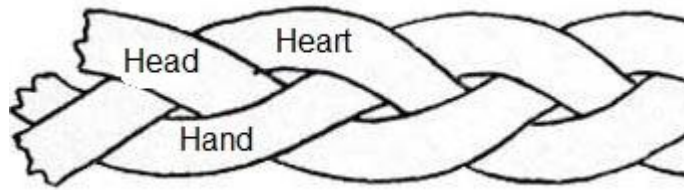
**Figure 15:   Applying an Embodied Relational Understanding (Devis-
Rozental 2017)**

It is only when we acknowledge that these three areas are of equal importance and should be integrated, that becoming, being and applying socio-emotional intelligence will impact in our personal and professional lives in a meaningful way. It is then that we will be able to identify, manage and express feelings and emotions as well as social interactions, with the purpose of enriching our experience as well as that of others. To explore and illustrate this further, the following section includes a model I developed to support lecturers in applying their socio-emotional intelligence within the context of practice.

5.3.1 Innovating practice

From the discussion and considerations above, I have developed an overall approach which contributes to the field of socio-emotional intelligence and education. Positive didactics makes a contribution to knowledge in the field of Higher Education teaching with socio-emotional intelligence, and has been developed based upon relevant theory in the subject in conjunction with relevant themes developed in this dissertation. It takes into account the inseparable nature of our experiences and how these affect our practice.

Preparing

Applying
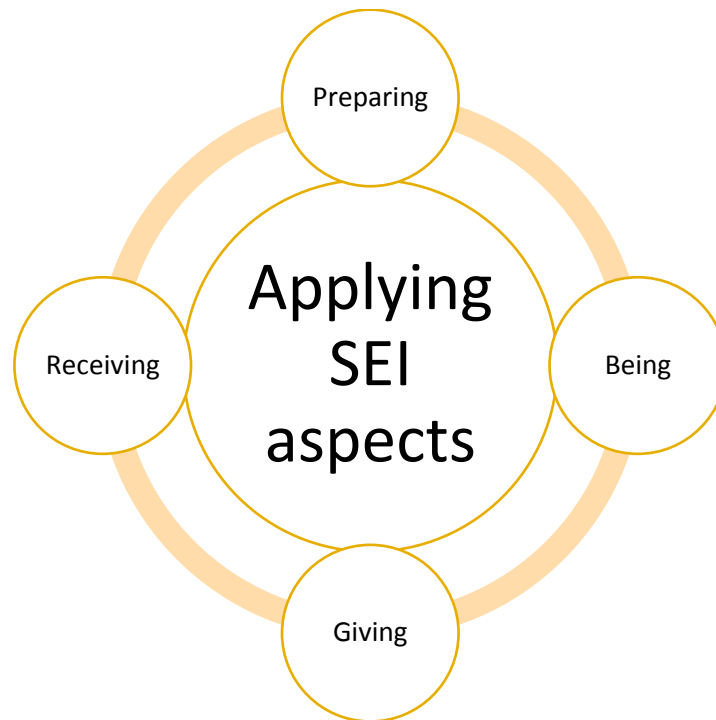SEI
aspects

Receiving

Being

Giving

Figure 16:   Positive Didactics Model (Devis-Rozental 2017)

I developed the model in figure 16 to be used within a Higher Education classroom.
In this specific instance, I did so for Early Years students, in order to develop their
own socio-emotional aspects of intelligence. Nevertheless, the model can be
implemented by other practitioners in different fields and by doing so it makes a
contribution to teaching practice in various contexts. The model has been
influenced by taking an embodied relational understanding approach (Galvin and
Todres 2013) and the principles of Maslow's hierarchy of needs, positive
psychology, social learning theory - specifically taking into account Bandura (1977),
Vygotsky (1978) and Rogoff (2006) amongst others as well as humanistic principles
developed by Rogers (1961).

The intention is that this model would be used as a tool to teach lecturers how to
effectively manage a classroom environment whilst developing their own socio-
emotional intelligence, and how to support learners effectively by example and
modelling. As we are all influenced by our environment and the people around us, it

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would not be appropriate to expect practitioners to know how to support and engage children with their personal, social and emotion needs if practitioners have not been supported, engaged and inspired to develop their own.

The model is cyclical around the concept of socio-emotional intelligence, since it is never ending, continuous as well as relevant to most situations and environments. It can be used in large groups, small groups or in one-to-one situations.

What is more, I have identified each dimension within a circle to again illustrate their never-ending nature. By that I mean that no lecture, workshop or session will be the same and therefore each time it is important to account for each of the four dimensions which are: Preparing, Being, Giving and Receiving and are explored as follows:

Preparing: This involves setting the tone and being ready for situations by knowing the subject and understanding the context. It also takes into account arranging the environment and organising the resources whilst considering the group, the individuals and why they are attending (lecture, seminar, tutorial, group work etc.). An important factor to also account for is our personal wellbeing, therefore, taking care of ourselves so that we are also ready, accounting for the time of day, length of session, our physical and emotional health, stamina and the support we need.

Being: This stage refers to immersing ourselves in the situation and completely giving without barriers. Being able to demonstrate complete acceptance without being scared of our own weaknesses, knowing that we are all intrinsically connected in a positive way. It is about reading (perceiving) our environment as well as others, and relating to them whilst accounting for culture and diversity. It also entails getting to know students and giving them the time to feel comfortable. This happens both consciously and unconsciously but we must be open to be able to interpret what we feel and perceive (here you are passively giving and receiving).

Giving (expressing): This stage is about delivery, expression and developing rapport. Engaging students with enthusiasm and passion at the correct time for the correct purpose, whilst being honest nurturing, and encouraging (Modelling the effective way to communicate). For example, if the mood within the classroom is sombre or stressful, apply positive body language, humour and an engaging

manner in order to change the mood to a more positive environment in which learning can occur (Derounian 2017).

Receiving: In this stage, responses or feedback should be acknowledged and recognised in a positive manner, whilst actively listening and modelling respect. It is an opportunity to welcome ideas, suggestions and input delivered in an effective manner.

The larger area in the middle surrounded by the other four is the area identified as Applying socio-emotional intelligence. It rests in between the four dimensions as within each of these there needs to be an application of socio-emotional intelligence. I have explained this area as,

Applying: This refers to applying socio-emotional intelligence to each of the stages in order to be able to understand our own emotions and feelings and manage them within a positive framework to interact in an effective way. Achieving this may only be possible if we are aware of our own socio-emotional intelligence and if we have taken the time to be in the situation and to read the environment and the mood.

The application of this model could positively influence practice and would therefore have an impact on teaching and learning in Higher Education. In order to ascertain how this doctoral thesis could take its findings further, the following sections explore the main findings from this professional doctorate integrating current literature in the subject. By doing so, I will be able to identify current gaps where my contribution to knowledge influences Higher Education to improve provision, professional practice and aid to the wellbeing of scholars.

5.3.2   Scholars already knew about socio-emotional intelligence

These scholars (students and lecturers) had an understanding of socio-emotional intelligence, especially the emotional part of it. However, although they had some knowledge of the subject, during the interviews it was sometimes difficult for them to specifically link areas of socio-emotional intelligence to the way in which they acted.

Goleman (1996, 2007) asserts that emotional and social intelligence encompass competences that may not be present but can be learned with practice, whilst

Salovey and Mayer (1990) see it as an innate potential. This is a notion I feel more comfortable with as it takes into account much more than a set of skills that can be practiced, instead looking at the possibilities already present of what could be with the right set of ingredients and environment, already present in us but perhaps untapped. Nevertheless, once there is an awareness of it, with practice these can be mastered. Basically, in my view, everyone has the possibility to be socio-emotionally intelligent given the right environment, space and knowledge for them to develop it.

Most theorists who discuss social and emotional intelligence recognise their ability to develop. For instance, Schutte et al. (2013), who developed a valuable contribution to the subject through a thorough review of literature looking at emotional intelligence training, found that although there is a need for further research targeted at outcomes from such training, preliminary findings suggest that development of emotional intelligence aspects does occur through the following methods:

> "a combination of didactic and skills-based training…while others have used techniques such as self-reflection" (Schutte et al. 2013, p. 65).

Consequently, it seems that teaching specifically about the subject, practicing skills and reflecting, do have an effect on the way people develop their socio-emotional intelligence. This further reiterates findings from my thesis where students felt knowledge gave them confidence, thus enhancing their socio-emotional intelligence. Therefore, lecturers must integrate opportunities for students to learn about socio-emotional intelligence and practice it.

5.3.3 Self vs others' socio-emotional intelligence

The main finding from this research journey and one that has changed its whole focus is the notion that a lecturer who is knowledgeable in socio-emotional intelligence, one who models, supports and practices socio-emotional intelligence skills in the classroom influences how students develop their own socio-emotional intelligence. This is something that most lecturers who have an understanding of pedagogy within a holistic context may be aware of, although up to now it has been overlooked and under investigated, especially from a personal development point of view. Consequently, developing skills such as resilience and self-awareness may be very helpful for emotionally charged situations which may affect them.

In the findings from this thesis it has been evident that students and lecturers have some knowledge of socio-emotional intelligence. However, although they were able to identify it in others more easily, it was sometimes challenging for them to identify its principles within themselves. This was especially evident for the lecturers who continuously referred to the students' socio-emotional intelligence but did not acknowledge if their own socio-emotional intelligence could affect those around them.

One of the reasons for this may be that, to-date there have not been many resources or research papers discussing lecturers' socio-emotional intelligence. However, it was found that the students felt that the lecturers' socio-emotional intelligence influenced the development of their own socio-emotional intelligence, therefore it will be important for them to not only have an understanding of the subject but also the ability to model it and apply it in practice.

Discussions regarding socio-emotional intelligence in lecturers are scarce in the literature; Vesely et al. (2013) and Dolev and Leshem (2016) refer to teacher training, whilst Yin et al. (2013) to teacher satisfaction. In the UK, as mentioned previously, Trigwell (2012) asserts that there have not been studies acknowledging the links between teaching in Higher Education and the emotional experiences of those teaching, although it is an important factor. Mortiboys (2010; 2012) is one of the few authors that directly highlights the importance of emotional intelligence for teaching in Higher Education relating it mostly to classroom outcomes and behaviour management.

This thesis has found that this is important to do because students feel able to further develop their socio-emotional intelligence from lecturers who 'live' socio-emotional intelligence as opposed to only intellectually knowing about it. Consequently, within the context of Higher Education teaching and learning, this thesis makes a valuable contribution to the field, adding to the work of Mortiboys by further acknowledging the importance of socio-emotional intelligence in lecturers from a personal perspective. More research should to be carried out to continue developing this field within the context of Higher Education teaching, taking into account initiatives such as the Teaching Excellence Framework (TEF) (Higher Education Funding Council for England 2016) where teaching quality will be assessed. Additionally, and from my perspective a much more important point,

there needs to be more investigation in this area for the benefit of the lecturers. Their motivation, resilience and overall wellbeing must be considered in this uncertain climate of constant change to Higher Education teaching and practice.

Vitto (2003) and Derounian (2017) propose the notion that a positive learner-lecturer relationship supports motivation and effective behaviour. An effectual way to achieve this may be by being self-aware and genuine when interacting with the learners (Goleman 1996). Concurring with this; Coles (2004) argues that teachers should take into account their own emotions and those of their students, a view also shared by Derounian (2017). What is more, Wallace (2007) argues that lecturers should deem it important to have an awareness of their own thoughts and feelings towards learners.

It, seems important to contemplate the attitudes and intrinsic values that lecturers should possess regarding their students in order to be able to be transparent and authentic. Consequently, I plan to develop these ideas within the blog, by creating posts that explore and reflect on the lecturer's role. In doing so, not only do they become more aware of the importance of socio-emotional intelligence within their role, but also of how to apply it in practice.

5.3.4 Scholars need safe environments, time and space to focus on their own socio-emotional intelligence

There was a need for time and space to allow scholars (students and lecturers) to reflect and develop their socio-emotional intelligence. It is clear from my findings that the students developed some areas of their socio-emotional intelligence whilst completing a Higher Education programme such as the Fda Early Years. This is evident as they gained confidence with new knowledge and as they were able to learn from others and practice new skills. This notion of a safe environment within the scholars' community, could be linked to the prosocial classroom model developed by Jennings and Greenberg (2009) presented in the literature review chapter. Nevertheless, this was not always evident to them in the current provision and this is therefore an area that needs further development.

There is growing evidence that a positive classroom environment influences learning (Mortiboys 2012). To achieve this, it is important to continue developing spaces and opportunities for lecturers to do so. Furthermore, it is also important to ensure that lecturers know and understand why this is relevant and necessary. For

instance, Goleman (1996) argues that strong emotions can be a powerful source to disable the ability to maintain a working memory and a level head, two components of effective classroom management. Additionally, Wright (2005) states that behaviour and learning are linked; therefore, attaining effective classroom management by taking one's own and others emotions into account results in better learning.

Ideas such as preparing the environment beforehand, taking into account learner's preferences, creating a safe and positive atmosphere where everybody feels they can make a contribution and will be respected and treated as equals should be put into place when possible. These are ideally places where the lecturer will address students by their preferred name, actively listen to their ideas, be aware of their needs and assume a positive attitude evident by eye contact, body language and other non-verbal methods (Mortiboys 2010). These concerns have been taken into account within the blog where I present the Positive Didactics Model.

In summary, in order to support scholars in developing their socio-emotional intelligence it is important to:

- Explore opportunities to discuss the subject applying relevant and familiar vocabulary
- Provide safe spaces for students and lecturers to practice new skills so they can gain confidence and self-awareness
- To allow opportunities for self-reflection that do not have restricted marking criteria or that are time limited
- Ensure the environment for learning is positive and engaging

Within the blog, I will ensure these are disseminated in various ways by providing reflections, links to relevant information and by developing resources that can support the development of socio-emotional intelligence.

5.3.5 Students need support to see all emotions as helpful
Students applied areas of socio-emotional intelligence to some situations but there was an overall misunderstanding regarding the language employed to refer to some emotions as they considered them to be negative in them and others, for example, when referring to anger or sadness. As seen in the literature review and themes and findings chapters, it is important to see all emotions as valid providing these are expressed in a healthy manner (Goleman 1996; McLaren 2010), as suppressing

them might not be healthy (DePaulo et al. 1996; Charney 2004; Cousins 2005; Faris and McCarroll 2010; Douglas and Hill 2011; Gross 2015).

Consequently, to support students in seeing all emotions as helpful and valid, it is important for lecturers to:

- Apply pedagogical approaches based on humanistic concepts where students feel respected and valued
- Foster a culture of honesty and genuineness where students can express themselves freely
- Develop strategies which demonstrate how emotions seen as negative, can be expressed in a healthy manner through dialogue and conflict resolution
- Create a safe environment where all emotions can be discussed
- Explore fully the vocabulary related to emotions, applying it to a variety of situations meaningful to these students
- Give students time to practice their socio-emotional intelligence through role playing, for example

Within the blog, I am including examples to support lecturers in developing strategies to support their students. Furthermore, in the student section I will include information regarding a personal vocabulary and relevant theory that discusses how all emotions cam be expressed in a healthy manner.

5.3.6 The practical environment affects the ability to access socio-emotional intelligence

Another area identified by the students as influencing the development of their socio-emotional intelligence, was the environment in which they learned. To them, this took into account the physical environment, organization of the programme and the way they were being treated as students. Ensuring that practicalities such as the administration and organization of the programme were in place, as well as ensuring that facilities were appropriate, impacted on these students. For example, if they felt unsettled due to not having a student card, it was difficult for them to feel confident or that they belonged. This was somewhat surprising as not many people in the literature have identified how practical issues can support the development of socio-emotional intelligence.

Aloni (2011, p.45) does acknowledge this need to ensure students feel safe and how the environment, infrastructure and practical issues do play a role in achieving "respect for humanistic and environmental values", but not many others have. However, if we take into account humanistic concepts for example, Maslow's hierarchy of needs, for people to be able to self-actualize, those basic needs related to safety must be in place. Thus, there seems to be a correlation to someone's experience of practical issues and their ability to develop their socio-emotional intelligence.

Concurring with this, Arjunan et al. (2016, p. 12) found that as students have a need to see their university experience in a holistic manner, "administrative matters" and support are important for good practice. Consequently, programme leaders and lecturers must ensure that practical issues related to the course are ready and easily accessible to students. What is more, that their students have safe spaces in which to try their new learned skills so that they can gain confidence.

5.3.7 Self-Reflection

Self-reflection was identified in Schutte et al.'s (2013) review as an important aspect. Within my themes this was also identified by both sets of participants as a significant skill to develop socio-emotional intelligence. It was identified that although participants are often asked to reflect in their practice as well as within their programme, this type of reflection is not deep as they are not given the time and space to contemplate and be reflexive. For instance, one of the units these students had to complete in their first year was a reflective portfolio, in which they would use a variety of reflective cycles to reflect on a situation of their choice. These types of portfolios which had to be completed within 12 weeks alongside their other units, their practice and their personal life, did not allow for the space to contemplate situations and would often result in very descriptive information of the situation, without many positive outcomes in the form of practice improvement.

This was something the lecturers discussed when talking about the role of reflection within the programme and which has been noted in literature around reflection and surface learning (Hatton and Smith 1995). Furthermore, as these units had to be marked there were restrictions related to word counts and marking criterion. This is not to say that reflective models such as those by Driscoll (2007), Gibbs (1988) or Kolb's (1984), are not useful and I can understand the benefits of using some of

these reflective models to internalize the steps to deeper learning, such as when reflecting on a social situation with the aim of developing better alternatives related to behaviour or response. However, these should not be imposed, especially as a personal narrative can be as effective.

Literature on reflection often sees it as a cognitive process. For instance, Dewey (1933) saw it as a form of thinking, Schon (1987) linked it to professional knowledge and Kolb (1984) as experiential learning. And even though theorists such as Gibbs (1988) do mention the role of emotions when reflecting, there seems to be an over reliance on the thinking about the emotion and not the emotion itself, to ascertain how it made us feel. Consequently, a review of reflection as a way of gaining insight and allowing for that tacit knowledge related to socio-emotional intelligence to surface may be necessary. This is especially so, since the literature asserts that the essence of socio-emotional intelligence is within us, as previously discussed.

We perhaps need a type of reflection that is more passive in the way it enquires, perhaps in a sense related to a type of reflection where thoughts, if prompted, are then allowed to flourish and given the time to be mulled over until they make sense as a way of developing a deeper understanding of ourselves. This linkage between cognition and feeling could be paralleled to what I have discussed previously regarding an embodied relational understanding (Galvin and Todres 2013) and draws on Gendlin's (2003) practice of focusing.

 Within the blog this will be implemented by including resources to prompt reflection as well as including my personal reflections as a way of making the blog more personal and demonstrating how self-reflection can be used effectively as a tool for personal development.

5.4   Limitations of the research and practice development project

- One of the limitations at the start of this project was my inexperience as a qualitative researcher and the assumption that one situation could be transferable to another. This was evident when I conducted the pilot focus group. My idea was that as these students were able to contribute meaningfully within the classroom and learn from each other, during the focus group they would be doing the same thing, thus a rich conversation would be developed looking at socio-emotional intelligence. Due to some

personal issues experienced by some of the practitioners, the focus group had to be postponed over the summer period. Therefore, students had the time and space to reflect on their understanding of socio-emotional intelligence. This in itself was not a problem and in fact benefited the results. However, when it came to the focus group, it felt as if participants were giving feedback on a homework piece. They even took turns to speak and would not converse with each other. I found this quite surprising since it was not the common thing to do during our classroom debates. What is more, they all directed their views at me as if they were giving me feedback. Even when I attempted to engage them to discuss further with others they would go back to me and answer. This experience allowed me to reflect on my role as a researcher and how it was different from that of being their teacher.

- Another limitation of this thesis is that this was a small scale study looking at a particular set of participants. Originally I had planned to carry out this project by involving many more participants. For instance, I anticipated interviewing at least 20 students. However, perhaps due to the small number of cohorts, only 10 students came forward. In addition, these students were from different cohorts and years. Some had already completed their programme whilst others were still enrolled on it and this may have influenced the way in which they saw and interpreted their experience. In future studies, I would like to use a larger sample and perhaps investigate the subject taking into account different cultures.

- Regarding the lecturers involved in this project, I only managed to interview four. Again, this may have been a limiting factor. However, taking into account that there have not been many lecturers involved in the programme, it may not have done. What may have been an issue is the fact that I knew all these participants as both teachers and colleagues. This may have changed the way in which they explored issues with me.

- My health has been a limitation in terms of logistic and geographical issues. Due to my lack of mobility, it is difficult for me to get places and fatigue and pain make research difficult at times. This is something that I have had to learn to accept over the past 12 years as it is my reality. Still it was

frustrating at times, for example when I wanted to continue researching but my body was giving up.

- Being an inside researcher is something that I discussed in the methodology chapter and that could be perceived as a limitation. However, it gave me a different perspective and way of looking at things. Still, the notion of power relations was always on my mind and I continuously reflected on ways to minimize this.

5.5   Main outcomes from this Doctoral Journey

Through conducting this study, I have been able to achieve the following outcomes:

1. A definition of socio-emotional intelligence
2. An awareness of the importance of socio-emotional intelligence in HE
3. An identification of areas for improvement in a HE environment to support students in developing their socio-emotional intelligence
4. An awareness of the role that lecturers play in the development of students' socio-emotional intelligence
5. A blog which creates a common space for scholars to develop a better understanding of socio-emotional intelligence and that will be used as a tool to further develop the main outcomes of this Doctorate

5.6   Recommendations for research and practice development

1. Educationalists and researchers should continue investigating the subject, to add to the body of research in the area of socio-emotional intelligence within the context of Higher Education. Perhaps a larger study or a comparative study looking at a wider variety of programmes could be undertaken
2. Scholars should develop networks for knowledge exchange and peer learning to continue developing their socio-emotional intelligence
3. Scholars should be provided with safe spaces to self-reflect to support the development of their socio-emotional intelligence
4. Opportunities for social learning should be encouraged in and out of the classroom

5. Programmes must be well organised and provide students with all the resources and practicalities they may need in order for them to be able to settle, feel valued and capable of continuing their personal development

6. A culture that fosters a holistic approach to teaching and learning should be developed in order for students and lecturers to develop meaningful relationships and aid teaching and learning

7. A culture that explores the importance of socio-emotional intelligence in Higher Education should be created. It should influence policy makers and all stake holders, not only within the early years education environment, but university wide. Especially as it has been evidenced throughout this thesis that this can have a positive impact for all involved

The following chapter presents the elaboration and rationale of the practice development tool based on findings from this dissertation as well as my own personal development journey.

Chapter 6   Practice Development

6.1   Introduction

According to Nicholson-Goodman (2012, p. 243),

> "The doctoral journey is a phenomenon that is at once both idiosyncratic—in that it is specific to and for the individual learner—*and* replicable—in that it is the product of a well-honed and time-honored process more or less standardized within the limits of approval customarily defined within specific disciplines."

For most of the theoretical part of this thesis, the latter part of this quote would be pertinent, in that it is similar to more traditional doctoral programmes. However, this doctorate is also concerned with practice development as well as professional and personal development (Fulton et al. 2013). Therefore, this chapter is divided in two parts:

- Practice Development (developing the tool)
- Professional Development

The practice development tool explores the process I undertook to develop the tool, considering the findings from this research. It will draw on specific examples and relevant literature as well as my personal reflections on the journey to this point.

Something that I realised after reflecting on one of my supervisory meetings was the notion that this professional doctorate is also concerned with my own personal and professional development. Professionally since 2010 I have achieved many important milestones which have given me confidence in my own abilities and that have been influenced by my doctoral journey. Jacobs (2008, p. 1-2) explains that authentic dissertations can be,

> "spiritual undertakings that honor the centrality of the researcher's voice, experience, creativity, and authority" and "regard the people's version of reality."

And it is in that spirit and in order to illustrate this journey, that the professional development section has been included. I have recorded my achievements as an academic - both as an educator and as a researcher - during the time of my doctoral journey. These, I believe, serve as evidence of my professional development and are therefore important, especially since being an educational practitioner is an integral part of my identity.

6.2 The Practice development

This section explores how the practice development tool was created and the areas considered to ensure that it remained true to the themes of this dissertation and also that it was a useful tool for future practice development.

6.2.1 Development of practice development tool

"So, it shouldn't be a bi-product. Like, Oh, well hopefully. But it should be something we're thinking, yeah, how am I going to build that in?" (Lecturer Kate)

Although I had begun thinking about the practice development tool early in this project, I did not want to assume what would be best to create. This was a sound idea because when I first began this doctorate, I believed that what was needed was a tool for Early Years Students to develop their own socio-emotional intelligence. However, when analysing the data, I began noticing that the information was pointing me in a different direction and that the tool should not be aimed only at students. When asked about how to develop their own socio-emotional intelligence whilst doing their Fda, students mentioned the importance of the lecturer/ tutor/ teacher to support them in doing so.

The following tag cloud from NVIVO, which is the programme I used to collect and keep all my data, illustrates what these ten students felt helped them develop their socio-emotional intelligence. The bigger the word the more times it was used:

Group activities caring teacher development genuine tutor discussions
personal-tutor emotional group personalised
knowledge Maslow unit lecturer scenarios
reflective training models personalisation practice forum
reflection mentor relationship skills
student-teacher relationship supervisor
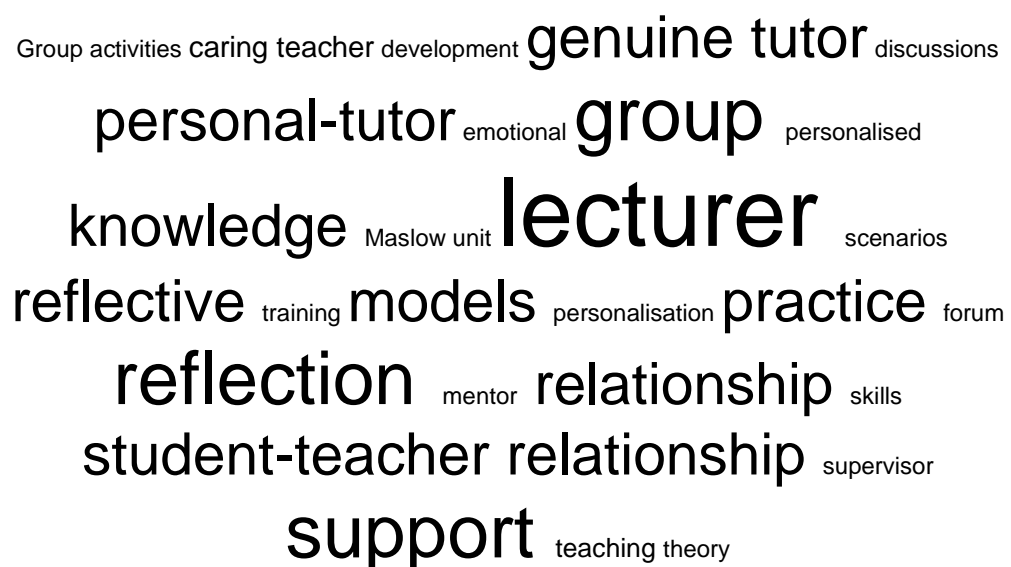support teaching theory

Figure 17:   Students Cloud Tag

Once I understood the importance of lecturers in supporting these students, I had to wonder about the lecturers' own socio-emotional intelligence, especially since during the interviews there did not seem to be any reflective process to their role in supporting students. In fact, all of them apart from Lecturer Kate, whilst agreeing that there was nothing in place to do so and was therefore a need for it, neglected to include their experience, knowledge or practice as socio-emotionally intelligent lecturers. They discussed the issue in a sense detached from their practice, as if there was a need to be removed from the situation. In Lecturer Kate's case it was different; she acknowledged that as academics, we are about "transforming people" and should support students in learning to deal with "complex relationships." She stated that we should be role models who "share the opportunities with the students."

Consequently, I decided that since the role of the lecturer was so fundamental, the tool should also be aimed at lecturers working with these students. This tool should be developed to not only reflect on their own socio-emotional intelligence, but also about how to apply it effectively to support students to develop it themselves. I wanted it to be something meaningful and practical that they could take to the classroom or apply during tutorials; something that would be useful and easy to access and that could be flexible regarding the information presented so that lecturers could use it in a variety of ways to best fit their teaching and learning.

6.2.2 The practice development tool

Regarding the actual tool, it took me a long time to decide what to do. These are some of my ideas for producing the practice development tool and their rationale:

Tool	Rationale	Strengths	Weaknesses
Handbook	Would include all the information relevant to support lecturer in developing their own and others' SEI with practical examples	Could be very thorough	Could be too much information and disengage people Costly Might not be accessible to everyone
Workshop	Allow lecturer to engage in a two-way process of learning and practicing	First-hand experience with examples and opportunities to practice	Time consuming and it could affect my health Some people might find it embarrassing

		Two-way interaction	Costly Limited to the people it can reach
Website (microsite)	Easily accessible and if well-developed could provide an ability for self-directed learning and reflection and provide examples of socio-emotional development	Could be suitable to explore different areas at different times to cater for specific needs It would have a wide audience It can change	Could be costly and not too accessible for those not computer literate It could feel impersonal which, given the essence of this project, I think would be a weakness
Lesson plans	A way to demonstrate how to integrate SEI within practice	Easy to put into place	Too prescriptive and would not allow for self-directed reflection and insight Limited regarding the amount of people that it can reach
Socio-emotional intelligence Pack	Could include a rationale with theory to back up information and easily accessible cards for activities	A sound way to cater for different needs and situations taking	Distribution might be a problem and it could be costly. However, a prototype could be created
Short CPD Course	Able to discuss different areas over a period of time	An effective way to engage lecturers and to cater for their needs. Also they would be able to have an input	Time consuming and could be costly. I would also need to consider my health
Facebook page	It was mentioned by some of the participants	An informal way of creating communities and sharing information	Too informal and it might not be taken seriously by academics and researchers
Blog	Informative and creative way to present information in an informal way, it could have links to theory and other online resources	Interactive and changeable Personal and meaningful, in a sense it would be sharing a part of me and all I have learned It could include exercises for self-reflection and contemplation	Time consuming and it Could be difficult to manage

		Inexpensive It would reach a lot of people Blogs have become an acceptable way of disseminating and sharing meaningful research and knowledge	

Table 12:   **Possible Tools**

I wanted to develop something meaningful, accessible and with an interactive component, taking into account the importance that participants gave to group working and social learning, which in a sense could be seen as communities of practice. According to Wenger-Trayner and Wenger-Trayner (2015):

> "Communities of practice are formed by people who engage in a process of collective learning in a shared domain of human endeavour"

This idea fitted well with the notion of learning together. Within the interviews learning together was highlighted by Drew and Spencer. They mentioned that using a Facebook group as a type of online forum had been useful to them as they felt connected to the group and could share ideas. They also talked about it as a practice development tool. Drew further asserted that:

> "some sort of forum that we could have…like an EY forum where people could generally discuss things like that. I think that might help."

Whilst Spencer told me:

> "Facebook that's brilliant if you maybe could have a group page on there, which I know lots of students do, where you all you know cheer each other on and say keep going."

Lecturer Hannah, when discussing one of her newer programmes and how students used blogs noted:

> "What was fascinating is they had to blog their experience, and their thoughts, and their feelings, and over time, they started to apply it personally. And so, as a bi-product of that unit, they did develop socially and emotionally as individuals"

Consequently, and taking into account these participants' views as well as my personal capabilities, I decided to create a blog where theory and practice could influence each other through different layers of knowledge and for different types of

audiences. This is something already in place in certain fields where people share innovations, knowledge and develop meaningful communities. Communities of practice,

> "influencing theory and practice in many domains… It has now become the foundation of a perspective on knowing and learning that informs efforts to create learning systems in various sectors and at various levels" (Wenger-Trainer and Wenger Trayner 2015)

Applying this concept of community of practice would fit well within a blog. One of the reasons for this is that for a group to be considered a community of practice there have to be three components which are a domain, a community and a practice. In the case of my blog, these can be identified as follows:

- Domain: A mutual interest in developing an understanding of socio-emotional intelligence in Higher Education teaching and learning.
- Community: In the case of my blog, the group of people would be the scholars; those teachers and students that would learn from each other and share their ideas within this platform. This would include an area where people can comment and in the future making the blog interactive.
- Practice: With a common shared willingness to develop socio-emotional intelligence to enhance amongst other things teaching practice, this blog aims to develop a resource packed with examples of effective practice, ideas and tools through links to other blogs or sites and the opportunity to hold webinars or other interactive ways of knowledge exchange.

Hookway (2008) highlights the importance of blogs as a tool for disseminating qualitative research and Parker and Chao (2007, p. 66) state that blogs have "extremely easy publishing capabilities" and are a:

> "better communication tool for disseminating information to people and for enabling feedback while keeping the original text intact" (Parker and Chao 2007, p. 67).

Wilson et al. (2015, p. 2) agree with this and acknowledge that interaction and change are "distinguishing features" of blogs as they "provide a fluid format for participating in the public sphere." Furthermore, blogs allow for the input of information in a variety of ways. Caldwell and Heaton (2016) state that blogs enhance student engagement and support learning. Furthermore, Venable (2014, p. 38) notes that blogs are now commonly used by educational researchers for

"their reflective component" in teacher training. She found that blogs encourage communication between teachers and students.

Molina et al. (2016) agree, adding that students appreciate the use of a blog as it motivates them and allows for deeper learning. They argue that blogs are easily accessible, provide additional links and resources as well as opportunities for contribution and comments. However, they caution that it is important to make sure that those using the blog know how to do so; therefore, familiarization with the tool is important. Concurring with this, Martin et al. (2014) state that whilst the internet is a social tool for knowledge transfer and sharing, this is only possible if the participant is conversant in how to use it. Conversely, Venable (2014, p. 38) argues that blogs are easy to use and therefore do not require "high levels of computer skills."

6.2.3 Developing the blog

Before I started to develop the blog, I reflected on the type of blog I should create. As an avid internet user, mostly due to my mobility issues, I am very familiar with the online world; I shop, read, research and study online; and with most of my family living abroad I socialise and communicate with them via online platforms. The internet has opened a world that would otherwise have been very difficult for me to experience. It has connected me to others with similar interests but it has also at times shown me things I would not otherwise have learned. This has made me a cautious online user but has not deterred me from using the internet.

I am familiar with blogs as a reader. I particularly enjoy reading blogs by other professionals with similar interests as I find this more personable platform as an insight into their current thinking and style of writing. One example is Peggy Kern's (2017) blog which is friendly and easy to read whilst informative and educational. There are others by known theorists such as Goleman (2016) or Seligman (2016) which have more formal blogs and which seem to be managed by their teams. These can be more impersonal, somewhat commercialised and not the type of blog I would like to create.

Another type of blog is the one used as a resource centre for people with similar interests who can write about their experiences. An example of this is The Mighty (2016) where people with disabilities or mental health issues can contribute. This

type of blog can be very successful in online communities like Facebook. Then there are blogs developed by universities, which provide useful information and where staff and students can contribute. Examples of this, which I have used in the past, are the Centre for Excellence in Learning (CEL) (Bournemouth 2017a) blog and the BU research blog at Bournemouth University (2017b).

I wanted to ensure that it would be easy to find, access and navigate and also that the format was friendly and useful and that others could contribute if they wanted. I knew from my research that I needed to provide a platform for lecturers to develop their knowledge and understanding of socio-emotional intelligence. I also wanted to include an area on how they could support students in developing their own socio-emotional intelligence whilst attending their programmes. However, I also wanted students to be able to feel welcome and to use the blog. Ultimately, it was my interest in their socio-emotional intelligence which sparked this whole process. What is more, I have always aspired to the notion that we are peers in the learning journey. The point is that we all know different things and we can always learn from each other.

6.2.4   Developing the blog: Blog content

Once I had established who the target audience for the tool was, I needed to explore what types of blog posts I should include within it. Based on the students' responses I developed the following ideas:

- Knowledge gives you confidence: what is socio-emotional intelligence? Here I would include a definition of socio-emotional intelligence and some of the background regarding the subject. I would also include the different areas and how these link to teaching and learning, in order to make it meaningful and useful. Furthermore, I would include resources linked to positive psychology as these provide a solid scientific foundation for the study of emotions and social understanding. Knowing about stress, gratitude or self-care, for example, would at least instigate an awareness which can then be cultivated.
- The role of the lecturer in supporting students' socio-emotional intelligence: in this section I would explore the importance of a positive learning experience and I would provide ideas based on theory where lecturers can make a difference in supporting students in developing their socio-emotional

intelligence. I would discuss our role as mentors and role models and the importance to talk explicitly about socio-emotional intelligence with relevant examples, scenarios or group activities where students could practice in a safe environment, skills which would support them in developing their socio-emotional intelligence.

- Developing effective student-lecturer relationships: this was one of the most talked about subjects within the interviews. Students gave examples of how an engaged lecturer that showed genuine care for students allowed them to develop more meaningful experiences which enrich their socio-emotional intelligence. For instance, Spencer told me: "having a passionate teacher and a good student-teacher relationship I think it's crucial."

- Reflection and its role in developing socio-emotional intelligence: an important area that had been discussed by students was the role of reflection (both formal and informal) in developing their socio-emotional intelligence. This was therefore an area I also needed to take into account. Since there was no overall consensus about the type or model of reflection, perhaps as we all reflect in different ways, I decided that whichever tool I used would have opportunities to instigate reflection. However, I did not want it to be as "a token statement" as Alex had mentioned during the interview. I would therefore need to develop it in a way that was meaningful whilst considering the importance of time and space to reflect deeply.

I also wanted to consider what the lecturers felt was important when developing socio-emotional intelligence. Even though they had not discussed it considering their own, it was evident that the areas they identified as necessary should be included.

The following tag cloud from NVIVO illustrates the lecturers' views on how to support students in developing their socio-emotional intelligence. This has informed the content of the blog.
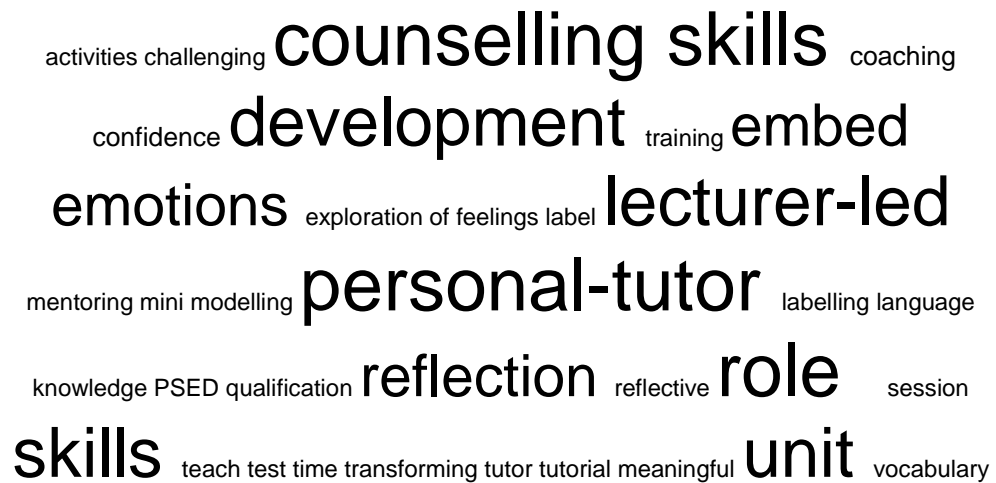
activities challenging counselling skills coaching
confidence development training embed
emotions exploration of feelings label lecturer-led
mentoring mini modelling personal-tutor labelling language
knowledge PSED qualification reflection reflective role session
skills teach test time transforming tutor tutorial meaningful unit vocabulary

Figure 18:   Lecturers Tag Cloud

Some of the findings here would fit well in the categories presented above. For example, the role of the personal tutor is mentioned by the lecturers as sometimes the only way in which they feel they can support students. However, from the literature and responses from the students I knew that students feel supported in many different ways. For instance, when the programme is organised, when the lecturer is approachable or when the classroom environment is suitable for the students' needs. This could be included within the role of the lecturer in supporting students' socio-emotional intelligence or developing effective student-lecturer relationships.

Another area that lecturers felt important was the notion that any input should be lecturer-led and it should be incorporated within a unit. For instance, some lecturers said it should be embedded, whilst others said it should be developed as a stand-alone unit. However, most agreed that it should be ongoing. The majority of students said it should be lecturer instigated, for example when Jules told me,

> "so you plant a seed and let it grow, so they come up with an idea and you have planted the seed to help things along."

This notion could also be included in the role of the lecturer. However, there were other areas that lecturers mentioned which needed to be accounted for in different categories and these are presented below:

- Counselling skills: although the lecturers also valued the role of reflection, other areas seemed more important to them, for example counselling skills.

Nevertheless, lecturers saw the notion of counselling it in a different way. For instance, Lecturer Kate referred to this in two ways, the first within the context of her practice when stating: "often when I'm teaching reflection, it feels like I'm teaching a little bit of counselling." Secondly, Kate also refers to counselling as a useful tool for students to manage their emotions. Similarly, Lecturer Carol sees it as a way for students to consider deeply their own feelings, whilst Lecturer Sophie explores it within the context of how students can use these skills in practice. What is more, Lecturer Kate cautions that counselling skills if taught should be carried out by an expert on the subject. Consequently, it may be that whilst counselling skills should be included within the toolkit, perhaps some links or input from a professional counsellor should be sought as well as "signposting" to further learning or support.

- Developing a personal vocabulary: there are also mentions of the explorations of feelings, language, labelling, vocabulary and knowledge and this is something that students Spencer, Sam, Drew and Alex had also mentioned as an important component when developing socio-emotional intelligence and should therefore be considered. In this category I would include definitions and interpretations so that these could be shared. From my research in socio-emotional intelligence I knew that theorists would refer to the same type of ideas but present them in different ways.

For example, emotional management (Salovey and Mayer 1990), regulation (Bar-On 2005), self-regulation (Goleman 1996) and recognising and managing emotions (Payton et al. 2008; DFES 2005a, 2005b) could be attributed to knowing when to be patient. Therefore, it is clear that there are very many ways of referring to something and some may not fit appropriately into what we are trying to say. I find that, as my first language is not English but Spanish, and there are certain words or sayings that cannot be translated, expressing feelings and emotions can sometimes be a complex task.

Nevertheless, being able to accurately explain how we feel is an important part of communicating effectively as it can be a reason to avoid problems. This could be especially important when we are upset, as it can make us become irrational or lead to misunderstandings.

In the previous chapter I mentioned Lomas' (2015, 2016) Positive lexicography project. Coming from a multicultural background I became curious about the types of words that were included. I wanted to make sure that words representing any type of emotions were included and not just positive emotions. The reason for this is that I know from my research that any type of emotion, if expressed appropriately, should be allowed.

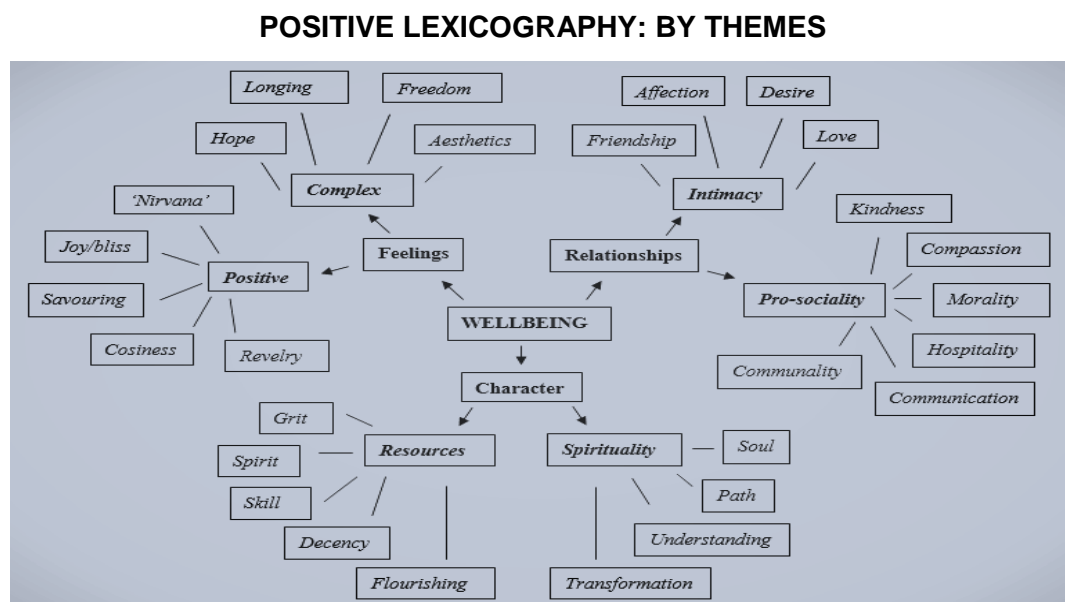Figure 18 shows the themes that Lomas used for his inclusion criteria:

POSITIVE LEXICOGRAPHY: BY THEMES

Figure 19:   Positive Lexicography by Themes (Lomas 2016)

Looking at Lomas' (2016) work, it seems that his intention was to include mostly positive reinforcing words, however, when looking at some of the definitions it is evident that this is not the case. For example, he included the Spanish saying 'pena ajena', which means to be embarrassed on someone's behalf. Lomas acknowledges that this is an on-going project, which is clear as there are many missing words at least in Spanish. Still it is a good indicator that people are thinking about labelling feelings and emotions and also its cultural aspect. Even though my project, at least for now, is not multicultural and I am looking at a small sample, there is value to this. It demonstrates that words and their definitions are subjective and dependant on situations, moods and understanding as well as our social construct; that words and labelling feelings and emotions are important to develop empathy but also to gain a deeper insight and to make sense of situations.

In order to understand our emotions and social interactions we must be able to articulate them and the only way to do so is through a vocabulary. Consequently, I will include within the blog a section with links to a variety of dictionaries or relevant platforms defining words related to socio-emotional intelligence. This idea of finding the right word to express our feelings or to describe how we feel is not a new notion. For instance, Gendlin (2003) has since the 1960's talked about the felt sense within psychotherapy. Gendlin (2004, p. 1) talks about focusing which is:

> "spending time with some observation or impression which is directly and physically sensed, but unclear"

The rationale for doing so is to find the right term to describe the feeling as it is a vital component of wellness. This gives emphasis to a linkage between cognition and feeling by doing something and would be therefore aligned to what has been discussed previously regarding an embodied relational understanding (Galvin and Todres 2013).

Words and labelling are also seen as important in positive psychology. Within their theoretical framework there are 24 character strengths encompassed on six types of virtues that all individuals have and that should be nurtured in order to live a better life (Peterson and Seligman 2004). The following table illustrates these:

Wisdom	Courage	Humanity and love	Justice	Temperance	Transcendence
Curiosity Love of learning Judgment Ingenuity Perspective	Valor Perseverance Integrity Zest	Kindness Loving and being loved Social intelligence	Citizenship Fairness Leadership	Self-control Prudence Humility Forgiveness	Appreciate beauty Gratitude Optimism Spirituality Humour

Table 13:   Adapted from Peterson and Seligman (2004)

What is more, the University of Pennsylvania (2017) which is an important hub of positive psychology has developed a series of questionnaires freely accessible to all, that aim to educate individuals on different aspects of their life in order to thrive. Perhaps a linkage to these and their definitions and resources might be appropriate to provide another dimension to a personal vocabulary.

6.3 The blog

I have begun developing the blog and have now made it public to gauge initial reactions, or if there is anything that should be changed. It is available on: https://thesocioemotionalscholar.wordpress.com/

The name reflects the notion that both students and lecturers are scholars. The tabs are blue and as each is clicked to go into their page, the tab turns orange to differentiate it from the pages that have not been selected. I chose blue as Facebook, Twitter, Hotmail and Instagram all use blue so it would be familiar to the people viewing it.

As a visual picture, I wanted to find something that would relate to learning, reflection and the notion that it was a natural thing to do. Therefore, I decided for the main tab to use the picture in figure 19 as to me, it encompassed these attributes:
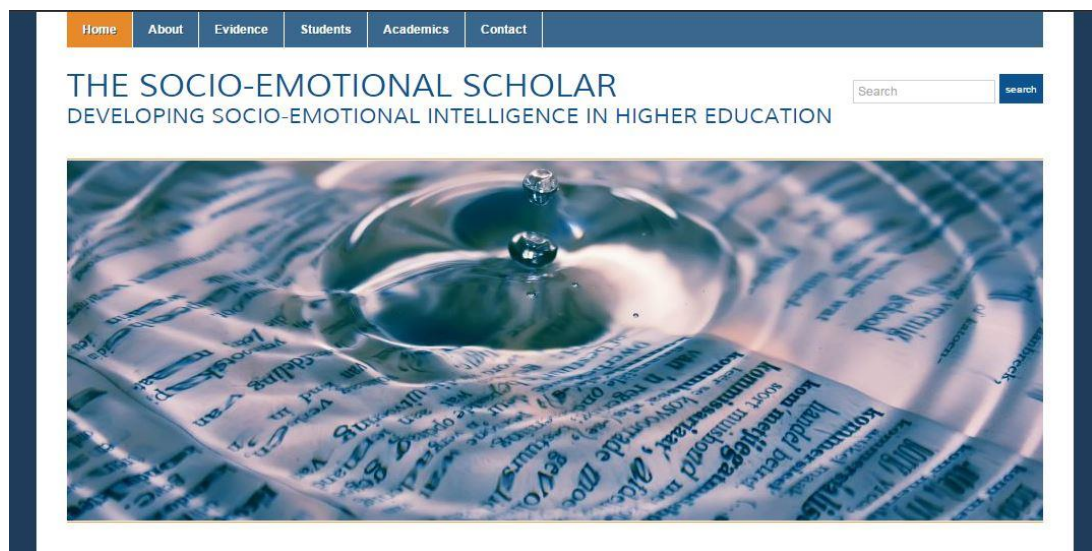

Figure 20:   Banner

To develop the blog and in order to explain the rationale for the project I have included six pages which all look the same in layout for easy access. These are:

- A Home page welcoming visitors and explaining the reasons for developing the blog

- A page called "About" informing the readers about my research and background as a practitioner and researcher, making it personable and friendly. This page has a link to my university profile in case viewers want to learn more about my outputs

Additionally, I have included specific areas for the target audience. These areas are:

- Evidence: Here I have included a definition of socio-emotional intelligence and some background information about it.
- Students: In this page I have included some evidence of why socio-emotional intelligence is important for students. I plan to add blog posts specifically targeted to students.
- Academics: This page explains the importance of being a socio-emotionally intelligent academic (lecturer, teacher etc.) I have already written a blog post linking to this page which includes a personal reflection. Academics can access it by hovering over the 'Academics' tab and clicking on the drop-down menu.

The idea is that once I have new posts I will place them under the relevant tab. Users can hover over each tab and will see a list of categories which they will then be able to explore. I have explained this in the home page in case users are not familiar with online platforms and resources.

Within each of the tabs I plan to include areas which I believe encapsulate the essence of my findings and the essence of this thesis for example:

- Knowledge gives you confidence: what is socio-emotional intelligence?
- The role of the academic in supporting students' socio-emotional intelligence
- Developing effective student-academic relationships
- Reflection and its role in developing socio-emotional intelligence
- Counselling skills
- Developing a personal vocabulary
- Learning from experience
- Personal reflections

Each page will have the same template look as I have found that this encourages continuity and congruency when navigating around online resources. Figure 20 shows an example of these pages:
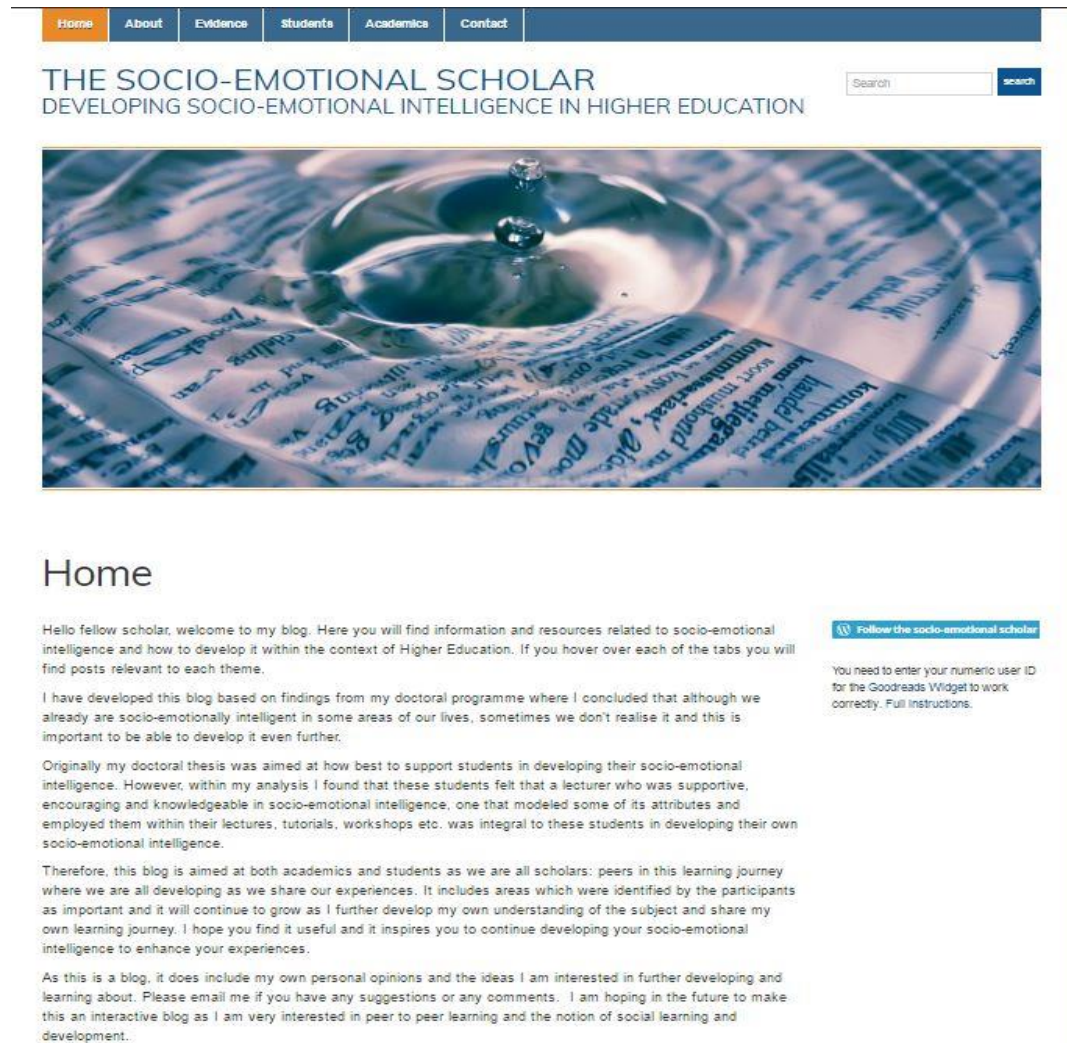

Figure 21:   The Socio-Emotional Scholar Home Page

Additionally, the blog includes a contact page where anyone can contact me with comments and suggestions (see Figure 21):
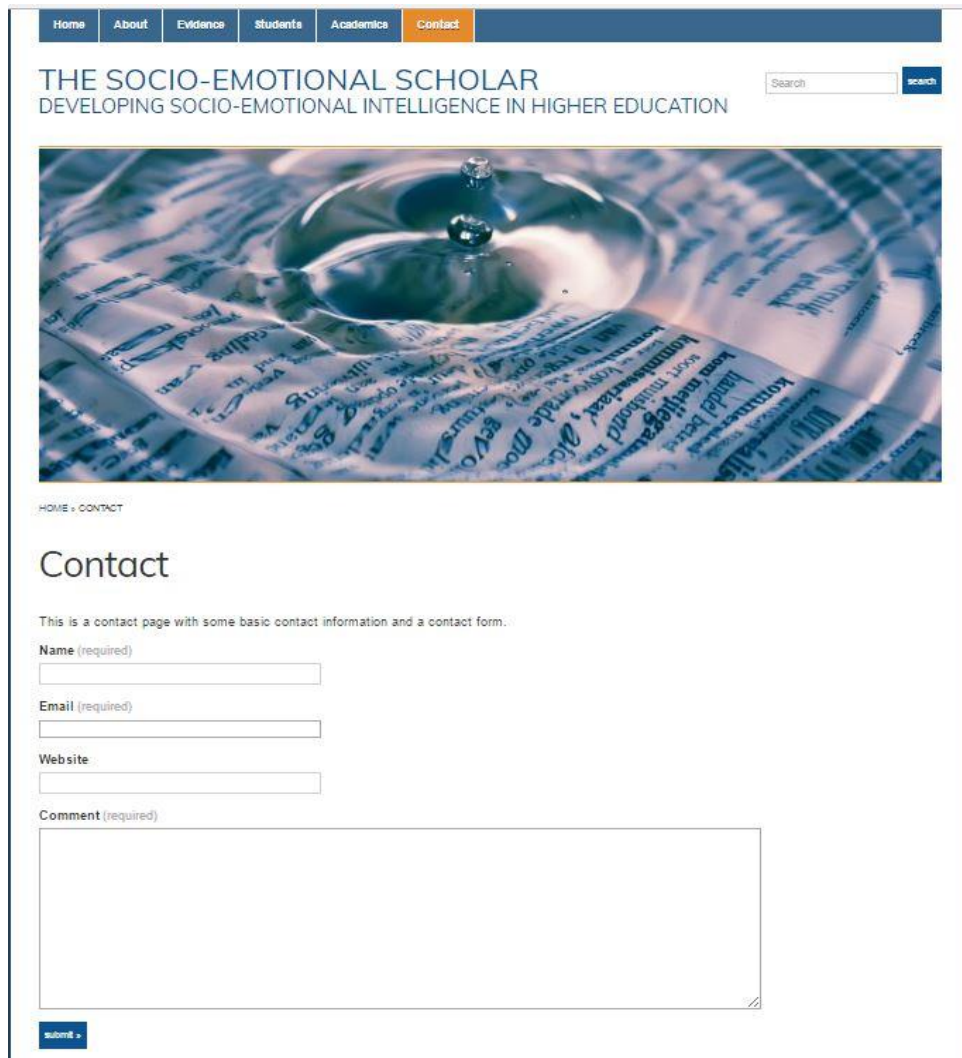
Figure 22:   The Socio-emotional Scholar Contact Page

I am open to the possibility that I may have to change the blog based on feedback. However, up to now, the response has been very positive. Here are some of the comments that have been sent to me via this contact page by various types of audiences:

Principal:

> "As a Principal of specialist college for students with Asperger's Syndrome and associated conditions, I wanted to congratulate you on your informative blog. SEI is such an important area of work which can have a huge impact on educational engagement and therefore life chances. Your blog will become a go to resource for students and teaching staff, to ensure our young people have the best possible outcomes. With adolescent mental health wellbeing a growing concern, this important work - well done"

Early Years Teacher:
>"Thank you for sharing this blog, your passion for this subject is clearly evident. I totally agree that the educator needs to consider their emotional intelligence in relation to the student but I'm not certain that this is something that employers always consider. I look forward to reading the next update..."

Lecturer and Programme leader:
>"I enjoy the idea of emotional intelligence, not only being aware of my own, but also encouraging students to be aware of theirs too. I like the suggestion of actively using our socio-emotional intelligence when preparing classes and look forward to reading some examples or further suggestions on how to do this! I also enjoyed reading the anecdotes of your trip to France, which made me laugh a few times. This is a very interesting blog and I look forward to its development!"

Lecturer and advisor:
>"Thank you for starting an approachable blog that inspires both students, and academics to consider an aspect of learning and teaching that can, as you introduced here, have a significant impact on all facets of university life. I will definitely be referring back to this blog, as you continue to build it - I would be really interested to read more about how to apply this knowledge in my current teaching and advising. Your blog made me reflect on how much I could have also benefited from knowing about socio-emotional intelligence as a student and how much it could have impacted my learning experiences growing up. I'm glad I came across this blog and had the chance to think about this - particularly now as the new semester begins!"

University Student:
>"I love this blog. As a student it is refreshing to see this perspective that teachers and students are all equals in the classroom and that we all bring different things to share. This is a great blog, it's got a lovely balance of personal and academic information :)"

Primary School Teacher:
>"As an educator, albeit in primary education, I found the ideas raised fascinating, especially as I lecture and support on a Primary PGCE course. I have previously explored the ideas of emotional intelligence and relationship awareness in the work place, but I am very interested in your ideas regarding the importance of the social-emotional intelligence in academics. Although your study was in Higher Education, I can see that many of your research and conclusions could have relevance regardless of the age of the student and I look forward to following your developments. Thank you for your blog."

Student from Greece:
>"The blog has interesting articles and it is really easy to understand. Nice words and really reminded me of my situation as a student in the UK. It is really interesting and totally accessible for students. I think your perception is always to be beside the students not opposite them and you write it from that point of view which is really nice."

These comments suggest that scholars from all walks of life and at various stages of their journey find that the blog can benefit them. I find this very

encouraging and will continue to build the blog so that it becomes an important go to tool for developing socio-emotional intelligence.

People that view the blog can also leave a comment on each of the posts via this reply box:
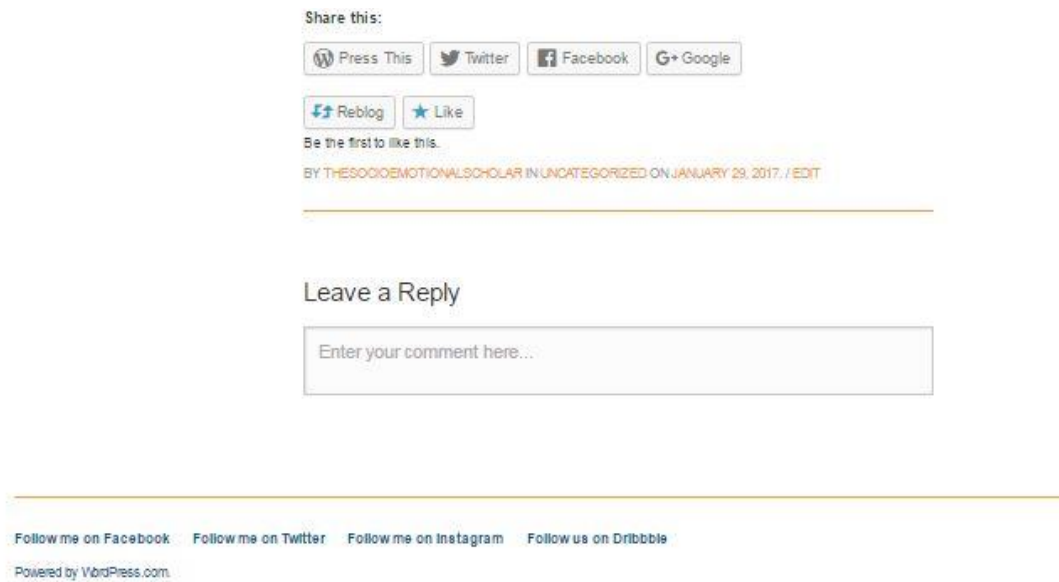

Figure 23:   The Socio-emotional Scholar Reply Box

Additionally, visitors can share my page by clicking on the social media icons illustrated in Figure 23:

Figure 24:   Social Media Icons

6.3.1 Concluding thoughts on the blog

Creating and developing the blog has taken time as I had never created an online resource of this type and I had never used the word press platform. I found it challenging at times, but also very exciting as it allowed me to organise my research findings in a way that I hope will be accessible to most people. I was nervous to put it online as a public resource but the feedback has been extremely positive. As it is a live resource it will continue evolving and I eventually hope to be able to cross collaborate with other scholars.

6.4 Professional development

According to Kemmis (2006, p. 474);

> "changing practices is not just a matter of changing ideas of individual practitioners alone, but also discovering, analysing and transforming the social, cultural, discursive and material conditions under which their practice occurs."

Throughout the last seven years my professional roles have changed greatly and alongside my practice, those around them have also been influenced and informed by my own transformative learning experience. When I first began this doctorate, I was the programme leader of the Fda Early Years delivered at the local college but accredited by the local University. Consequently, being able to support others to do what I had immensely loved doing was an honour. It was during those years that I became very interested in the role of emotions and social interactions in teaching and learning.

As previously mentioned, in 2013 I became a Learning Development Lecturer at the local university. In this role I deliver lectures and workshops, but mostly support students through 1-1 tutorials and it is through these that I have been able to practice the most the knowledge I have gained during this doctorate. Through this change in my career I have learned that all the intellectual and practical skills I have gained throughout my professional career – first working with children, then teaching teachers and now supporting students – are in fact transferable and enrich my knowledge and understanding of complex issues. Since I know where students come from, I am able to support them in getting where they want to be.

According to McCormack et al. (2009),

> "professional artistry is the hallmark of expertise of any kind of practice ... It involves the blending, interplay, synthesis, balancing and synchronising of

diverse but interconnected dimensions. Professional artistry is essentially the process that puts the dimensions together to create the dance of fluent and seamless practice. Such practice has an elegant simplicity that seems easy to the onlooker, but is enormously complex and skilled."

These dimensions mentioned by McCormack et al. (2009) have informed my practice and allowed me to achieve meaningful professional milestones. Some of these are a reflection on my practice as a dedicated and committed academic and practitioner, and some as an early career researcher. All of them have given me great pleasure and have shown me how and why my research is important and valid.

6.4.1 Awards, nominations and achievements

Throughout this journey I have been nominated for various awards related to my research activities and to my teaching practice. For instance, in 2010 I was awarded The Faculty Teacher of the Year award, in 2013 I won the best paper award for my literature review entitled: Interpreting Intelligence: A Literature review at The Bournemouth and Poole College annual research conference and in 2016 I became Senior Fellow of the Higher Education Academy. I have included a full list of my achievements in appendix 9.

6.4.2 Conferences and papers

During these almost seven years I have written articles and attended many conferences, I have presented in some of them and I have created posters and in 2013 my literature review on intelligence won the best paper award which was a good feeling. At the end of 2014 I presented two posters at the SRHE conference. Of those, one was about this doctoral journey. That poster won a special commendation and that gave me a big boost. In 2016 I was invited to present at the European Conference on Positive Psychology in Angers, France (see pictures in Appendix 10). I found that experience transformative, and up to now, one of the highlights of my professional career. I presented a paper talking about the preliminary findings of this doctorate and the reception was very positive. Many other researchers and teachers who were interested in my work approached me, and I was invited to be a part of the steering group of the newly formed education division at the International Positive Psychology Association (IPPA) for my knowledge in Higher Education. I have included a full list of all of my outputs in appendix 11.

6.5 Reflection after returning from the European Conference on Positive Psychology

Parts of this reflection have become the first blog post in the socio-emotional scholar blog.

Who would have thought that I would feel as if I belong at last! This was going to be the type of conference where I would learn a lot and perhaps feel a bit out of my comfort zone. I was prepared for that. I was prepared to talk about my research and yes share my passion and enthusiasm, but also have difficult questions to answer and even have to admit I did not know it all, because well, I never will and that in itself is exciting − especially for someone who loves learning.

What I was not prepared for was the rush of praise that followed my conference presentation. People interested in my research, handing me their card and asking me to contact them. Others suggesting that we work together and even an invitation to join a steering group in education for my expertise in the subject. It was amazing! It was reassuring, it was empowering, it was a feeling of being accepted, acknowledged. For the first time in my professional career I felt I had arrived. I had something meaningful and important to contribute and it was not only important to me! It was also relevant to others; it had been observed although not documented by others apart from me but it was transferable. Other academics, professionals and practitioners told me so. It was me who knew the data and had the relevant information, and people wanted to know about it, they wanted me to share my expertise.

A bit surreal I have to admit, I have never assumed to know more than others, in fact I have always enjoyed learning from them, even as a teacher I have always felt that we all bring different things to the classroom and we all know different things, not more or less, just different based on our culture, our experiences and our social interactions. However, when it came to me sharing my knowledge with other colleagues in a sense I always felt like an impostor, someone who would be found out for not being clever enough or critical enough or interesting enough. A wannabe scholar with oh so much to learn! but here I was the same as everybody else, at last I was seen as an expert in my field, someone to contribute and it feels good. That does not mean that I have got to where I am meant to be as I believe that life

is a learning journey and we are always learning something new, something surprising something transformational if we are careful enough to see it.

So even though I feel much better about my professional identity and I no longer feel an impostor, well at least not all the time, I have to keep my feet grounded and my wandering mind centred so that I can continue learning and growing in every aspect of my life.

6.6 Concluding thoughts on my professional and practice Development

Over the past seven years I have developed both as a practitioner and as a researcher. It has been a steep journey that has challenged me in many different ways. Professionally I have achieved many important milestones and aim to continue doing so. I am for example interested in integrating areas of positive psychology to develop a more meaningful linkage to socio-emotional intelligence. I have been invited to attend two conferences this academic year; the World congress in Positive Psychology (IPPA 2017) in Canada and the Higher Education Academy (HEA 2017) annual conference in Manchester where I will be sharing the findings from this doctoral thesis. Additionally, I have submitted a paper for consideration in the Learning Development in Higher Education academic journal. As a senior fellow of the Higher Education Academy (SFHEA) I have been asked to mentor someone through their application for fellowship.

Regarding the blog, it has been challenging getting it ready to be launched as I have not had experience in doing something like this. However, it has been rewarding. I have now been asked by the centre of excellence in learning (CEL) at the University to link my blog to their own, which I am aiming to do soon. To do so I have had to change the term lecturer for academic to make it more relevant to this larger audience.

This would allow me to continue embedding socio-emotional intelligence at the University. What is more, I have applied for a teaching and learning fellowship to further develop the blog. If I am successful I plan to use the monetary award to enrich the blog by adding an interactive component. I also plan through the blog, to deliver workshops or webinars regarding socio-emotional intelligence in Higher Education. Overall, developing this blog and going through this experience has

enriched my life. I therefore believe it is my responsibility to share this with others to hopefully enrich theirs too.

The following chapter presents the main implications related to my personal development and provides an overview of the overall project. It also discussed future plans to carry this work further.

Chapter 7   Epilogue

This thesis intended to create a suitable tool to develop socio-emotional intelligence in students. Findings suggested that lecturers should also be taken into account as their socio-emotional intelligence can influence the students' development of their own socio-emotional intelligence. It has been a labour of love but also of arduous work which has taught me in many different ways at every step of the way, and this is evident throughout by the personal narrative I have interwoven in each of the chapters.

This final chapter provides a reflection on my personal, practice and professional development and then presents my research tree, an alternative way to describe my research journey. The last part of this chapter will identify future possibilities based on the findings from this doctorate.

7.1   Implications related to my personal, practice and professional development

I do believe that doing a professional doctorate enriches your life, your academic life of course, but also your personal life as it challenges who you are. Its autobiographical nature makes you really think about your own reality at any given point. Having a disability is very hard some days, being in pain for so many years is unbearable at times, the lack of sleep is torture and the lack of movement is hard. It makes me sad that I cannot share certain things with my children like walks or dancing or that I do not have the stamina to go shopping with them. It annoys me that I do not have the strength and the stamina to study for hours and hours and be much more advanced within my doctorate. I would have liked to be working full-time but I have to work only part-time and even then I struggle. It makes me sad that my family suffer with me, that they suffer from seeing me in pain or ill or fatigued or anything like that. I would like to go out dancing with my husband, walking on the beach holding hands but that is something that I have had to give up and that is hard. When I began this doctorate, I was able to walk using one crutch, I am now wheelchair bound and although I have accepted my reality, it can be very frustrating.

(After one of many painful days)

P A I N
My pain
MY PAIN
M y p a i n
M Y P A I N!

Awakes my nights
Steals my dreams
Kidnaps my sleep
Won't let me kip

Daylight arrives
And pain lies in
But deep within
All of my skin

I start the day
My body broke
My spirit though
Trying to stay top

Not easy task
As every step
Or breath
or stroke

or dance
or laugh
or happy story
and dreary duty

becomes a hard
mountain to climb
the toughest test
I ever had.

I sense, but blind
You may not see
As I just smile
And hide it in

For I don't want you
To ever feel
Sadness or sorry,
Pity within.

I wish you always
To see beyond
This wobbly carcass
This shell of dawn.

Look at my riches,
The things I hold

Close to my heart
My real I

My children: treasures.
My giving nature
The love for life
Passion to last.

The many reasons
That even though
I lay awake,
With PAIN… pain….PAIN

You see me smiling,
Laughing, enthusing.
Sharing my passion
Giving my all.

So when you see me
Limping and smiling
Avoid the swaying
Notice the laughing.

Some days it really is hard to be embodied in this painful self, however, I do not want to talk just about the sadness of having a disability because it is probably well-documented. I want to talk about what I have learned from my situation. For example, I have had to develop strength of character, resilience and remain positive in adversity. I have learned that I can laugh off a bad moment and that it is truly important to be able to put myself in someone else's shoes and to be able to understand how hard some things may be for some people.

Regarding my current role, I found that the development of socio-emotional intelligence was relevant for all types of students. For instance to be able to complete their studies successfully and gain employment. And although these students would not have the responsibility to work with children, they would still need to demonstrate socio-emotional intelligence attributes whilst completing their programme and once at work. I saw how students who lacked self-esteem, motivation or social awareness were more prone to leave the programme. Therefore, although I had not investigated this group of students for this particular project, I believed my findings could be meaningful and transferable to these and other students.

Based on this premise I carried out small research projects with my colleagues looking at this whilst still completing this thesis. For example, I investigated how one

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to one learning development tutorials could support first year students in developing their socio-emotional intelligence by carrying out a thematic analysis of students' feedback after seeking our support. Findings suggested that motivation, self-awareness and resilience amongst others did develop and students were able to complete their tasks successfully with this type of effective student-lecturer relationship.

Furthermore, the role of the lecturer in providing support as well as knowledge was highlighted as important, thus reiterating the value of developing meaningful relationships with students so that they can settle and achieve (Giles et al. 2012). Some of the findings from that research project have been shared in various conferences and further substantiate how students do develop socio-emotional intelligence with the support of a knowledgeable, caring and supportive lecturer, thus corroborating the findings from this thesis and the transferability of some of my findings to a more general educational context.

Additionally, I have also been able to experience this from the point of view of being a student. The doctoral journey is not one travelled alone and sometimes that is forgotten. Supervisors play an important role in supporting, engaging, guiding and narrowing the space between what we already know and what we will get to know. Vygotsky (1978) talked about the zone of proximal development, that space between what you can do on your own and what you can achieve with a more knowledgeable other.

Even though Vygotsky was referring to the learning situation between a child and an adult, I think that this also applies to any type of learning situation, not because someone may know more, but because we all know different things. This has certainly been the case for me. I know that without my two supervisors my journey would have been very different. Throughout our meetings I have learned many valuable lessons. My supervisors in their own way have stimulated my curiosity, allowed me to critically evaluate ideas and shown me how to perfectly integrate all areas of my personal and professional development.

When I have a supervisory meeting I feel I can be myself without judgement and that is very liberating. Genuineness, wisdom, patience, measure, contemplation,

self-awareness, generosity and many more other things I have witnessed and experienced from my supervisors, thus learning it from a scholarly point of view.

I feel so privileged to be supported by such inspiring individuals. I feel that I have learned so much from them. Each in their own way has guided me through this journey and given me so much of their time, knowledge and wisdom. Their kindness and compassion has supported me through hard times. From them I am learning all the time much more than they can imagine. I aspire one day to be like them, a font of opportunities to become, a key that unlocks the possibilities, a light that shines patiently whilst guiding. One of the main findings from this thesis is the importance of the relationship between students and teachers and the importance for those teachers to be passionate, knowledgeable, kind and caring. Well, I think that also applies to the relationship between supervisors and doctoral students, at least in my case it has.

My supervisors perfectly demonstrate that "embodied relational understanding" (Galvin and Todres 2013, p. 3), in the way they have supported me. I have learned so much from them, and their genuineness, empathy and experience have enriched my life greatly. They have an in-depth understanding of how, this doctoral journey is much more than gaining intellectual knowledge and how professional doctorates enrich the human experience. I know from other people doing PhD's or Ed Docs, that the journey can be very lonely and that sometimes a lecturer can be quite clinical by only encompassing the subject learned. However, as it is impossible to compartmentalize every aspect of our lives, for me doing this programme alongside these incredible individuals, both eminent in their fields, has allowed me to be genuine to my ideas and has inspired me and enthused me every step of the way. I am therefore forever grateful for knowing them and for the role they have played in my life.

One area I have not talked about is the group supervision and how these have influenced me and my journey. Six of us began this doctoral programme and four of us are at the tail end of this transformative process. It has been life affirming how we have shared the experience of this journey even though we are doing completely different subjects, as we have learned, shared and grown in many ways together. This type of learning where we share knowledge and also our personal

experiences has allowed me to reflect deeply on my own learning journey and challenge my understanding of different ideas and situations.

We have supported and cheered each other on during difficult times and celebrated each other's achievements. We are social beings and having this opportunity to learn within a social environment is something that I would recommend on every doctoral programme, as it makes the journey much more manageable. I have learned from each of my peers and I admire their determination, passion for their subject and commitment to their field.

I think going through this journey together has made us more resilient people and better practitioners. It has also made me realise how we can all learn "with, from and about each other" (CAIPE 2016), considering our cultural diversity as something that enriches our experience. This form of learning interprofessionally has allowed me to see my practice through a variety of lenses. Respecting each other as equals and collaborating in the development of each other's practice and expertise within the areas of health, care and education, has made my journey more "meaningful and relevant" (Joseph 2016, p. 569). I hope this has been the case for them too.

As I am at the final leg of this journey I have had the time to reflect on the amazing rollercoaster it has been. Throughout this process, what has carried me over, even at the darkest moments has been my unwavering passion for finding the true path to happiness and contentment, my thirst for knowledge as I truly believe that life is a learning journey and my devotion to education and how it can transform, enhance and enlighten lives. I have felt vulnerable as I do not always know where I am heading or even what I am thinking; exhilarated to understand new ideas, to find new answers, to get surprising responses; scared to fail, to let others down, to let myself down but mostly in awe of our capacity as human beings to be resilient no matter what life throws at us. I have seen this in my family, my group supervision peers, my students, my teachers, my colleagues, myself. I have rejoiced in sharing the happier moments and wallowed with others in the saddest, I have experienced loss, illness, and failure. I have also experienced triumph, pride and a great sense of joy.

7.2   My Research Tree

In this last section I provide an overview of each of the previous chapters and I have used the analogy of a tree: My research tree is a way of illustrating the research journey I have undertaken and how each phase was indispensable to meet the aim and objectives of this thesis, culminating in the creation of the socio-emotional scholar blog. I consider myself to be in every part of the tree much like the air it breathes in order to continue developing and bearing flowers and fruits.
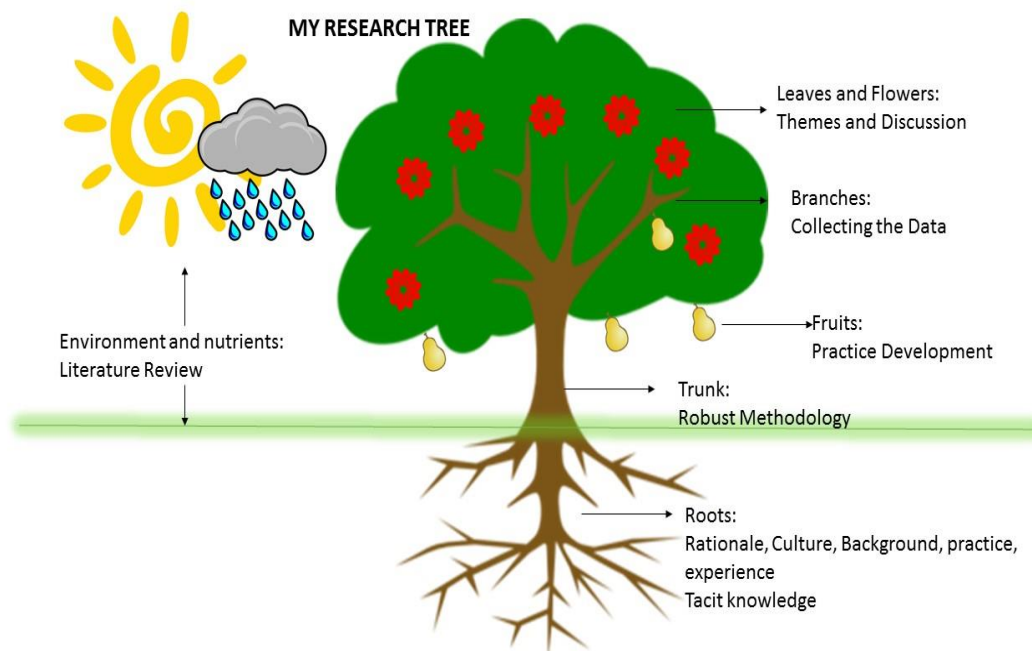
Figure 25:   My Research Tree (Devis-Rozental 2017)

7.2.1   The roots

The first chapter provided an introduction and rationale where I clearly identified where my ideas were positioned and how my own experience and practice affected my choice of topic, but also how its study was necessary within the wider context of Higher Education. It provided the foundations for this research project and I have therefore illustrated it within my tree as the roots since without these my project -the tree- would not have been possible.

7.2.2   The environment

The information and knowledge already existing has been represented as part of the environment which was the literature review. Any theories, ideologies, policies,

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research papers and other relevant information have enriched the project in the same way as the right nutrients in the soil, the sun and the rain give the right conditions for the tree to grow and thrive. Without these my tree would not have grown and developed. In the literature review I explored the meaning of intelligence and emotions and how these could be interconnected considering that we are holistic beings. I also looked at social and emotional intelligence and provided a rationale for developing the more suitable term of socio-emotional intelligence, based on relevant theory where the inseparable relationship between emotions and social interactions is evident.

Following this, the last part of the literature review presented an overview of the Higher Education training provision for Early Years Students to provide the reader with an understanding of its current state of play and looked at initiatives and ideas that have been developed within the context of their training and socio-emotional intelligence, finding overall, that this is an understudied area. This review provided the theoretical framework from which to develop substantiated arguments which would influence the rest of this project. Researching and writing for this review provided me with the substance to then begin developing my own ideas.

7.2.3 The tree trunk

Sound and robust methods are vital for developing meaningful research. In my tree the methodology is represented by the trunk; a strong and firm base that should withstand any issues. In the methodology chapter I articulated how the primary research component of this project would be undertaken where ten students and four lecturers would be interviewed. This would be carried out taking into account relevant theory on qualitative research and identifying thematic analysis as the analytical method to meet the aim and objectives of this project. Throughout the chapter I clearly identified issues related to ethical considerations and the importance of following strict guidelines to account for accuracy, transparency and other significant aspects of qualitative research, which were explored to position this study in a coherent and achievable manner.

7.2.4 The branches

Within the methodology chapter I included the information of my data collection, transcription and analysis. I have identified these within my tree as the intertwined and sometimes twisted branches. These branches will each develop in their own way based on how much sun, water or space is provided. This will then have an

effect on the leaves and flowers it will bear and the fruits it will eventually produce. In the same manner, I included the many ways in which the data were explored, read and re read, to first identify meaningful codes and from those to develop suitable themes, taking into consideration how those should ultimately address the research aim and objectives.

7.2.5 The leaves and flowers

Leaves and flowers can only grow if the right environment and nutrients are provided to the tree. Only a strong tree with solid roots and a strong trunk will bear flowers. I have illustrated the themes and discussion as these leaves and flowers, all surprising and full of life, each growing at their own pace and complementing each other. In the themes and discussion chapter I integrated the findings from the thematic analysis and my own evaluation, taking into account Braun and Clarke's (2006) suggestion of this type of analytical method as a stand-alone tool. The main themes were explored and the main messages, which would inform the practice development, where identified, as well as any new-found knowledge which could make a meaningful contribution to the theoretical aspect of this doctorate. This chapter provided the evidence for the need to create the practice development tool.

7.2.6 The fruits

Fruits normally grow from the flowers of a tree. In the case of my research tree, the fruits are the practice development component which was the socio-emotional scholar blog. This blog came out of the themes and discussion which are the leaves and flowers. I have purposefully included more than one fruit as each individual will enjoy each fruit in a different way. The same as every scholar who collaborates or reads the blog will gain something different from it.

In the practice development chapter, I articulated the rationale for its development considering my participants' voices and themes created. In this chapter, I included illustrations of the blog as well as examples of the types of information which would populate this platform with the aim to continue the development of socio-emotional intelligence in scholars – students and lecturers.

Finally, in the final discussion chapter illustrated by the overall picture of my research tree, I identified how the aim and objectives had been met as well as the key messages emerging from this thesis, accounting for unavoidable limitations as

well as demonstrating how my doctoral journey makes a contribution to both knowledge and practice.

7.3 Looking to the future

It is clear that the findings from this thesis have an impact on other areas of learning and teaching practice. I have evidenced this throughout my current role and whilst conducting relevant research in the area. What is more, feedback from other professionals has also highlighted its importance in other types of higher educational contexts (for example the feedback given regarding the blog). Additionally, it can have a positive effect in teaching practice at any level (Goad 2005; Justice 2005; Mortiboys 2012; Nelson et al. 2005).

As this type of support and engagement has an impact on retention, achievement, success and the student experience, it is important to disseminate it further. This is particularly relevant at present as teaching quality is being assessed and required even more prominently through initiatives such as the HEA fellowships and the newly introduced TEF (HEA 2017). Consequently, it will be beneficial for all stakeholders to reflect and account for the socio-emotional intelligence of everyone within their institutions.

Literature demonstrates that being socio-emotionally intelligent increases our overall wellbeing (Seligman 2011; Schutte et al. 2013). In the current climate where there is a culture driven by targets and outcomes, this can be of use to support scholars and all stakeholders to become more resilient, motivated and self-aware amongst many other important aspects of socio-emotional intelligence. Consequently, developing an awareness and a wider understanding of how to support and engage people within higher education institutions, as well as other type of settings and even policy makers can have a positive impact in the overall culture of the institution and current overall provision.

I aim to disseminate my findings so through relevant platforms and networking with other academics interested in the field. I am also interested in continuing to research the area of socio-emotional intelligence in other education settings, taking into account other students and academics both nationally and internationally, as I am sure there is much more still to learn. This doctoral programme has changed me as a researcher, practitioner and human being and I look forward to influence

Higher Education by asserting socio-emotional intelligence as integral to effective teaching and learning.

What is more, further exploring socio-emotional intelligence as a tool for effective teaching practice where meaningful relationships are forged, will have a positive impact on achievement, success and the student experience, whilst strengthening lecturers' teaching journeys and wellbeing. Emotions are contagious and a happy, caring, passionate and motivated lecturer could be key to achieving the same for student.

During these years my children have grown and flourished. I believe this journey has given me tools to deal with so many changes, situations and challenges in a more proactive and effective way. All these experiences have influenced not only my thinking but my being. They have challenged my perceptions, my beliefs, my thoughts, my feelings and the way I am. I have learned to be more tolerant, to be accepting, to be patient and many things about myself. I have become a more seasoned researcher and I have been able to link theory and practice in a meaningful way. I believe that my practice has improved and will continue to do so as I learn more every day.

Personally, doing this doctorate has been at times, a lifeline. In times of pain it has been my sanity and in times of joy it has been my pride. It has shown me how strong I can be, but also that being vulnerable is okay and I should embrace it in order to be well within myself. I have experienced how research is a holistic activity that affects body, mind and emotions; how it is a way of surmounting my own reality and challenging my own beliefs. It has shown me the capacity for reflection that others have, and their generosity of sharing their experiences and their life. It has made me a more critical enquirer and it has tried all my emotions whilst toying with my own nature.

I have at times not liked what I found about myself or others, but I have learned to accept and love as my grandfather used to say "amar con conocimiento"; to love with the knowledge that we are all imperfect beings and that this fact in itself, is one of the greatest beauties of being human. To seek perfection is not only futile but also unnecessary. Knowing this has given me peace, for I now know that this project does not have to be perfect, total or absolute and that this imperfection does

not make it less reliable or invalid. Instead, as it attempts to be true and genuine to those who gave me their time, their memories and their honesty, it is a testament to their experience and an account of my learning journey at this particular time, which I hope readers find useful and transferable to their own practice and experiences.

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Appendices

1. Literature review award
2. Research ethics checklist
3. Information sheets
4. Consent forms
5. Invitation to students
6. Invitation to lecturers
7. Rationale for terms
8. Transcription
9. List of awards, prizes and achievements
10. Pictures of ECPP conference
11. List of papers and conferences

Appendix 1: Literature review award
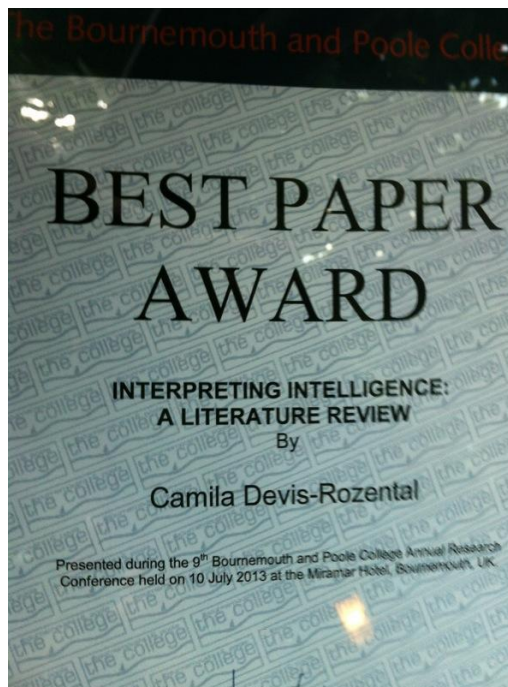
Research Ethics Checklist

Bournemouth University

Reference Id	901
Status	Approved
Date Approved	27/04/2013

Researcher Details

Name	Camila Devis-Rozental
School	Health and Social Care
Status	Postgraduate Research (MRes, MPhil, PhD, DProf, DEng)
Course	Postgraduate Research
Have you received external funding to support this research project?	No

Project Details

Title	Development of socioemotional Wisdom by Early Years practitioners
Proposed Start Date of Data Collection	01/10/2010
Proposed End Date of Project	31/07/2015
Original Supervisor	Caroline Ellis-Hill
Approver	Caroline Ellis-Hill

Summary - no more than 500 words (including detail on background methodology, sample, outcomes, etc.)

External Ethics Review

Does your research require external review through the NHS National Research Ethics Service (NRES) or through another external Ethics Committee?	No

Research Literature

Is your research solely literature based?	No

Human Participants

Will your research project involve interaction with human participants as primary sources of data (e.g. interview, observation, original survey)?	Yes
Does your research specifically involve participants who are considered vulnerable (i.e. children, those with cognitive impairment, those in unequal relationships—such as your own students, prison inmates, etc.)?	No
Does the study involve participants age 16 or over who are unable to give informed consent (i.e. people with learning disabilities)? NOTE: All research that falls under the auspices of the Mental Capacity Act 2005 must be reviewed by NHS NRES.	No
Will the study require the co-operation of a gatekeeper for initial access to the groups or individuals to be recruited? (i.e. students at school, members of self-help group, residents of Nursing home?)	No
Will it be necessary for participants to take part in your study without their knowledge and consent at the time (i.e. covert observation of people in non-public places)?	No
Will the study involve discussion of sensitive topics (i.e. sexual activity, drug use, criminal activity)?	Yes

Are drugs, placebos or other substances (i.e. food substances, vitamins) to be administered to the study participants or will the study involve invasive, intrusive or potentially harmful procedures of any kind?	No

Will tissue samples (including blood) be obtained from participants? Note: If the answer to this question is 'yes' you will need to be aware of obligations under the Human Tissue Act 2004.	No

Could your research induce psychological stress or anxiety, cause harm or have negative consequences for the participant or researcher (beyond the risks encountered in normal life)?	No
Will your research involve prolonged or repetitive testing?	No
Will the research involve the collection of audio materials?	Yes

Is this audio collection solely for the purposes of transcribing/summarising and will not be used in any outputs (publication, dissemination, etc.) and will not be made publicly available?	Yes
Will your research involve the collection of photographic or video materials?	Yes
Will financial or other inducements (other than reasonable expenses and compensation for time) be offered to participants?	No

Please explain below why your research project involves the above mentioned criteria (be sure to explain why the sensitive criterion is essential to your project's success). Give a summary of the ethical issues and any action that will be taken to address these. Explain how you will obtain informed consent (and from whom) and how you will inform the participant(s) about the research project (i.e. participant information sheet). A sample consent form and participant information sheet can be found on the Research Ethics website.

I have prepared participant information sheets and consent forms for the two types of participants. For some participants within the focus group discussing emotions might be sensitive. Participants will be signposted to appropriate support if necessary and this is specified in the participant information sheet.Audio recording is necessary for my research in order to accurately record the participant's responses. Participants within the focus group and interviews will be provided with an information sheet and consent form specifying this. Ethical considerations"All educational research should be conducted within an ethic of respect for:•"The person" I will attempt to do this by giving each participant time to reflect and to contribute. By respecting each individual's ideologies, culture, principles and rights. This includes my own.•"Knowledge" By being true to the findings from both primary and secondary research without letting bias tamper with the data.•"Democratic values" by being fair to each participant's rights to be heard or to not contribute. BY giving everyone a chance to explore their ideas and to see the finished project.•"The quality of educational research" This will be accomplished by following ethical protocol at all times and a succinct and robust methodology.•Academic freedom "will be sought throughout each stage of this research by expressing freely and independently ideas and findings whilst maintaining professionalism and probably making a contribution to academia and professional practice.(BERA, British Educational research association 2011, p. 4) Therefore, transparency, consent, anonymity and constant reflexivity will be applied throughout this research project. Students will be clear from the beginning of the project, about the expectations, aims and its implications. They will also be aware of their right to change their mind at any point and leave the project if they wish to do so. In this instance, based on the topics we cover within our lessons, I do not envisage any moral conflicts. Still, I will continually review the ethical considerations to make sure this project complies with them fully. Throughout this project, ethical procedures will be adhered to taking into consideration BU ethic committee guidelines. Permission will be sought to take into account participants' confidentiality, privacy and anonymity (Bell 2010; Atkins and Wallace 2012; Holloway and Brown 2012). At every step of the journey, I will make sure that all participants are clear about their involvement within the project (see appendix for ethic forms)Furthermore, the ethic protocol of The college, which is my place of work and where the focus groups will be carried out, has also been taken into account. At all times, management have been kept informed and issues relating privacy and confidentiality adhered to.

Final Review

Will you have access to personal data that allows you to identify individuals OR access to confidential corporate or company data (that is not covered by confidentiality terms within an agreement or by a separate confidentiality agreement)?	No
Will your research involve experimentation on any of the following: animals, animal tissue, genetically	No

modified organisms?	
Will your research take place outside the UK (including any and all stages of research: collection, storage, analysis, etc.)?	No

Please use the below text box to highlight any other ethical concerns or risks that may arise during your research that have not been covered in this form.
i will not be carrying out lone working therefore this is not a consideration.I do need to consider my own health as I have a mobility disability and carrying out primary research can have an effect on this. I will try to minimize any risks by choosing accessible spaces and pacing as necessary

Appendix 3: Information Sheets

Bournemouth
University

PARTICIPANT INFORMATION SHEET (students)

Title of Study: Development of social and emotional intelligence by Early Years students (BU Ethics no: 901)

Aim of Study: The aim of the research is to investigate if Early Years students are aware of their own socio-emotional intelligence based on their experiences, and if there is support for their development of this, within the context of their level 4 and 5 training, in order to develop a useful tool for practice development.

- You are being invited to take part in a research study titled: **Development of social and emotional intelligence by Early Years students.**
- Before you decide it is important for you to understand why the research is being done and what it will involve.
- Please take time to read the following information carefully and discuss it with others if you wish.
- Take time to decide whether you wish to take part. Thank you for taking the time to read this information sheet

What is the purpose of the study?

To determine to what extent there is a need for development of a tool to support early years students to develop their social and emotional intelligence and what effect this could have on your experience of Early years practice

Why have I been chosen?

Because you have experience working with children under the age of seven and because you are enrolled or have completed a Foundation Degree in Early Years programme.

Do I have to take part?

No Taking part is entirely voluntary. You can choose to end your participation at any time. Not participating will not adversely affect you or your studies in any way.

What do I have to do?

Participate in an interview. This will be scheduled at your convenience and in a place suitable to you. During the interview, a brief explanation of the subject will be presented to you, and you will be asked to talk about your experience of developing

your social and emotional intelligence whilst taking part in a Foundation degree in Early years. You will also be asked to talk about your experience of applying social and emotional principles to your practice.

The interview should last for about an hour and it will be audio recorded, which is usual practice, to allow your contribution to be accessed in full at a later date.

What are the possible disadvantages?

The interview will take around 1 hour, so it could be time consuming for you.

What are the possible benefits of taking part?

The aim of the research is to investigate if Early Years students are aware of their own social and emotional intelligence based on their experiences, and if there is support for their development of this, within the context of their level 4 and 5 training, in order to develop a useful tool for practice development. As part of this process you may experience some benefits ,such as gaining a better understanding of the social and emotional aspects of intelligence, reflecting on your practice and inform a project which may benefit practice in the future

Will my taking part in this study be kept confidential?

Yes, your name will be changed and your place of work will be left out. Confidentiality, privacy and anonymity will be observed throughout the process adhering to the University Code of Practice Research Governance and Ethics (2004).

What will happen to the results of the research study?

The research results will inform a professional doctorate which will culminate in a toolkit for students. Some areas of the research will be published in peer reviewed journals or disseminated in conferences.

Who has reviewed the study?

The study has been reviewed by BU Research Ethics committee.

If I am not happy with any aspects of the study who should I contact: If you have any concerns about this study, please initially contact Camila Devis-Rozental

E-mail: cdrozental@bournemouth.ac.uk Tel: 01202205920 If you would like to contact an alternative person please contact Dr Caroline Ellis-Hill E-mail: cehill@bournemouth.ac.uk, Tel: 01202-962173

What do I do now?

 Contact the researcher (See above) for further information and to have any questions you may have answered. Once you are happy we can make a time to meet and to complete the interview

Thank you

PARTICIPANT INFORMATION SHEET (lecturers)

Title of Study: Development of social and emotional intelligence by Early Years students (BU Ethics no: 901)

Aim of Study: The aim of the research is to investigate if Early Years students are aware of their own social and emotional intelligence based on their experiences, and if there is support for their development of this, within the context of their level 4 and 5 training, in order to develop a useful tool for practice development.

- You are being invited to take part in a research study titled: Development of socio-emotional aspects of intelligence by Early Years practitioners.
- Before you decide it is important for you to understand why the research is being done and what it will involve.
- Please take time to read the following information carefully and discuss it with others if you wish.
- Take time to decide whether you wish to take part. Thank you for taking the time to read this information sheet

What is the purpose of the study?

To determine to what extent there is a need to for training of Socio-emotional intelligence within your programme, and what effect this could have on of early years practice

Why have I been chosen?

Because you are delivering an Early Years Foundation Degree Programme in the Southwest of England

Do I have to take part?

Taking part is voluntary. You can choose to end your participation at any time. Not participating will not adversely affect you.

What do I have to do?

Participate in an interview. This will be scheduled at your convenience and in a place suitable to you. During the interview, a brief explanation of the subject will be presented to you, and you will be asked to talk about your experience of delivering aspects of socio-emotional intelligence to early years practitioners within your programme. The interview should last about an hour and it will be audio recorded,

which is usual practice, to allow your contribution to be accessed in full at a later date. Once I have carried out an initial analysis, I will give provide you with a copy to make sure you are happy with it or if you want to add something.

What are the possible disadvantages?
The interview will take around 1 hour, so it could be time consuming for you.

What are the possible benefits of taking part?
The aim of the research is to investigate if Early Years practitioners are aware of their own socio-emotional intelligence based on their experiences, and if there is support for their development of this, within the context of their level 4 and 5 training, in order to develop a useful tool for practice development. As part of this process you may experience some benefits such as gaining a better understanding of the socio-emotional aspects of intelligence, reflecting on your provision for Early Years practitioners and inform a project which may benefit practice in the future

Will my taking part in this study be kept confidential?
Yes, your name will be changed and your place of work will not be left out. Confidentiality, privacy and anonymity will be observed throughout the process adhering to the University Code of Practice Research Governance and Ethics (2004).

What will happen to the results of the research study?
The research results will inform a professional doctorate which will culminate on a toolkit for practitioners. Some areas of the research will be published in peer reviewed journals or disseminated in conferences.

Who has reviewed the study?
The study has been reviewed by BU Research Ethics committee

If I am not happy with any aspects of the study who should I contact:
If you have any concerns about this study, please initially contact Camila Devis-Rozental
E-mail: cdrozental@bournemouth.ac.uk Tel: 01202205920 If you would like to contact an alternative person please contact Dr Caroline Ellis-Hill E-mail: cehill@bournemouth.ac.uk, Tel: 01202-962173

x

What do I do now?

A. complete the consent form and return to the researcher

B. Contact the researcher (See above) for further information

Thank you

**Bournemouth
University**

INTERVIEW CONSENT FORM (Students)

Title of Study: Development of social and emotional intelligence by Early Years

students (BU Ethics no: 901)

Aim of Study: The aim of the research is to investigate if Early Years students are aware of their own socio-emotional intelligence based on their experiences, and if there is support for their development of this, within the context of their level 4 and 5 training, in order to develop a useful tool for practice development.

Researcher's Name: Camila Devis-Rozental
Contact Details: cdrozental@bournemouth.ac.uk 01202205920

Participant details

Initials:

Age:

Practice experience in Early Years:

Level of completed study:

Consent: Please write your initials next to each statement if you wish to participate in this research

I give consent to have an audio recording of myself while being interviewed by the researcher.	
I understand that excerpts of the taped interview may be used in future conference and journal paper publications. The taped interview will not be shared by anybody other than the researcher.	
All excerpts of the taped interview given in the final dissertation paper will remain anonymous and I will not be identified.	
I am not required to answer any questions if I chose not to and have the option to withdraw at any time from the interview or study and the tape destroyed	
The researcher will retain the taped interview until completion of the study or up to five years and then it will be destroyed. The tape will be	

destroyed in accordance with Data Protection and the Bournemouth University Research Ethics Code of Practice (2009).	
The procedure and intended use of the taped interview have been explained to me by the researcher	
I understand that I will not be identified in the study and any information given will be anonymous	
I agree to take part in the study	

Signature of Participant……………………….………….Date………………………

Signature of Researcher…………………….……………Date………………….……

INTERVIEW CONSENT FORM (Lecturers)

Title of Study: Developing socio-emotional intelligence in Early Years Students (BU Ethics number 901)

Aim of Study: The aim of the research is to investigate if Early Years students are aware of their own socio-emotional intelligence based on their experiences, and if there is support for their development of this, within the context of their level 4 and 5 training, in order to develop a useful tool for practice development.
Researcher's Name: Camila Devis-Rozental
Contact Details: cdrozental@bournemouth.ac.uk **01202205920**
Name:
Position:
Programme Taught:
Consent: Please write your initials next to each statement if you wish to participate in this research

I give consent to have an audio recording of myself while being interviewed by the researcher.	
I understand that excerpts of the taped interview may be used in future conference and journal paper publications. The taped interview will not be shared by anybody other than the researcher.	
All excerpts of the taped interview given in the final dissertation paper will remain anonymous and I will not be identified.	
I am not required to answer any questions if I chose not to and have the option to withdraw at any time from the interview or study and the tape destroyed	
The researcher will retain the taped interview until completion of the study or up to five years and then it will be destroyed. The tape will be destroyed in accordance with Data Protection and the Bournemouth University Research Ethics Code of Practice (2009).	
The procedure and intended use of the taped interview have been explained to me by the researcher	
I understand that I will not be identified in the study and any information given will be anonymous	
I agree to take part in the study	

Signature of Participant………………………………..Date………………………

Signature of Researcher…………………………………Date………………….…

Appendix 5: Invitation to Students

Dear student,

I am conducting a research study titled: Development of socio-emotional intelligence by Early Years students.

I would like to investigate if Early Years students are aware of their own social and emotional intelligence based on their experiences, and if there is support for their development of this, within the context of their level 4 and 5 training. This is in order to develop a useful tool for practice development.

As you are completing/ have completed an Fda in Early years, I would like to invite any students that may be interested to participate in the study by answering some questions in an informal interview. If you would like to find out more about this study please email me at cdevisrozental@bournemouth.ac.uk and I will send you more information about the study and be able to answer any queries you may have. Then if you are interested in taking part in the study, we will make a time to meet for the interview. I will only be able to interview the first ten students that contact me.

Many thanks

Appendix 6: Invitation to lecturers:

Dear (Name)

I hope this email finds you well.

I am conducting a research study titled: Development of socio-emotional intelligence by Early Years students as part of my doctoral programme.

I would like to investigate if Early Years students are aware of their own social and emotional intelligence based on their experiences, and if there is support for their development of this within the programme we deliver, within the context of their level 4 and 5 training. This is in order to develop a useful tool for practice development.

For this reason, I would like to invite you to participate in the study by answering some questions in an informal interview. If you would like to find out more about this study please email me at cdevisrozental@bournemouth.ac.uk and I will send you more information about the study and be able to answer any queries you may have. Participation is voluntary and you are not obliged to take part.

If you are interested in taking part in the study please let me know.

Many thanks,

Appendix 7: Rationale for Terms

Term	Reason for using the term
Motivation	Goleman (1996) Self-Motivation; self-awareness (Bar-On 2005) Set an achieve positive goals (Payton et al. 2008)
Resilience	Self –regulation (Goleman 1996) Recognise and manage emotions (Payton et al, 2008) Emotional perception and identification (Salovey and Mayer 1990)
Empathy	Goleman (1996; Albreght 2006) Empathic accuracy; primal empathy (Goleman 2007) Demonstrate caring concerns for others (Payton et. al 2008; DCSF 2005a; DCSF 2005b)
Social engagement	Social skills (Goleman 1996) Attunement, social cognition, synchrony, influence (Goleman 2007). Situational awareness; Clarity (Albreght 2006) Demonstrating caring and concern for others; Establish and maintain positive relationships; handle interpersonal situations effectively (Payton et al. 2008; DCFS 2005a; DCSF 2005b) social awareness and interpersonal relationships; self-expression (Bar- On 2005)
Confidence – self esteem	Emotional understanding (Salovey and Mayer 1990) Self-awareness (Goleman 1996) Self-presentation (Goleman 2007) Authenticity; Presence (Albregth 2006) Make responsible decisions (Payton et al. 2008)
Patience	Emotional management (Salovey and Mayer 1990) Emotional management and regulation (Bar-On 2005) Self-regulation (Goleman 1996) Recognise and manage emotions (Payton et al. 2008; DCFS 2005a; DCSF 2005b) Self-awareness (Bar- On 2005)

Appendix 8: Transcription

1. Comments made in October 2015
2. Comments made in November 2015
3. Comments made January 2016

Interview

Ok first of all thank you for coming all the way here on such a hot day (both laugh) right the first thing I want to ask you is what your understanding of SEI is? What do you think it is?

JULES:

Erm personal wellbeing, being comfortable with what you are doing, why you are doing it hmm (silence)

Interviewer:

Ok, do you have an example? Your experience

Long silence (laughter)

Anything

JULES:

Erm (long silence) being a visitor in another setting at the moment is definitely very trying

Interviewer:

Hm

And I have been put on the spot a couple of times which has upset my social balance and emotional balance (silence)

Preliminary Analysis

1. Definition of SEQ. link to well-being and very much elated to the personal aspect of SEI no exploration of the social aspect of it.

2. Could link to the other two Jules that talk about well being

3. Will need to define well being Why is there no linkage to social aspects?

1. Relates it to current personal experience

2. This is quite noticeable within the interviews, current experience does have an impact on our present thinking and influences our responses, perhaps its what's meaningful to us

1. Refers to the social aspect relating to own feelings within a social situation (situational awareness)

2. Also refers to balance so perhaps aware that there are levels of SEI

3. I wonder what JULES means by upsetting social and emotional balance. Does that mean JULES felt uncomfortable?

Interviewer:
Ok… in which way
JULES:
Which was unnecessary just confrontational

1. Not a positive experience. It seems to have shaken JULES's confidence but there is some reluctance to further discuss it

Interviewer:
Oh gosh
JULES:
It was unnecessary so.. yes it was in a way.. (long silence)
Interviewer:
Ok hm. Ok hm so if I ask you to tell me a time when you were using your socio-emotional intelligence in practice… anytime

2. It clear JULES does not want to talk about the experience so I move on to link it to practice

JULES:
Erm telling my team that the business had been sold and a new lady taking over that was a challenge in a nice way without sort of threading on toes and that they were still in employment rather than just sort of totally let go of the hook and sort of them advising them that the lady taking over, who already had a setting so with a lot of experience and that Jules is happy to take on.. you know, the challenges that we already had with additional needs children and things.. sort of tiptoeing my way through that obviously without upsetting too many people
Interviewer:
Which skills do you think you used when you did that?
JULES:
Erm diplomacy I suppose ehm a kindness factor, not just bull in a china shop.. (silence)

3. Here JULES refers to the skills needed to manage a difficult situation within hurting others. Empathy is demonstrated and an awareness of needing to have a social understanding of the situation at hand

Clearly a difficult experience for JULES. It's interesting how Jules is concerned by other people's feelings but not their own.

1. Empathy, social cognition, social awareness, rapport, self-regulation, concern

2. Able to verbalise skills, perhaps can develop by exploring the need for a personal vocabulary as I have found in other

xix

Interviewer:
So an awareness of their feelings for example?
JULES:
Yes..
Interviewer:
Ok, ok , good. Ok Erm how do you think you develop those skills?
JULES:
I think it's sort of within you to certain extent. I've been a manager since I was 22 one way or another ehm was a deputy with a quite a large team, pensions team, hm most of them sort of around my age that was.. it was like I did it with a group of teenagers. And then with your own business it's different again and having in between done things on my own that aren't answering to another people the fact that I'm being my own controller ehm I th I think it is a skill you just grow with having dotty parents help get you to get your brain ticking over to not upset anybody (laughs)
Interviewer:
Laughs right, ok… and do you think it can be developed?
Long silence
JULES:
**I think it can be worked on, definitely, and honed.. and over the years you learn that differently people obviously react to different things and some people you can be direct and come out with, another people you need to be more gentle and… approachable….
and sort of play them almost….possibly twisting erm so it's their idea sometimes coming out. So you plant a seed… and let it grow… so they come up with an idea and you have planted the seed to help things along. Particularly in a team situation when the team needs to be working together and doing the same rules. It depends what scenario you are in..**
Interviewer:
Ok that's interesting, depending on the situation you may be different?
JULES:
Yeah… (long silence)

1. innate

2. experience and practical wisdom

3. applicability and transferability of SEI skills to different situations

   personal relationships

   JULES is very empathic and appear very weary of upsetting others

1. experiential learning, social cognition and emotional attunement

2. importance of life experience

   social influence

3. varies depending on the situation

   again transferability and application in different situations.

Interviewer:
Erm Ok great, that's fine.
Erm Do you think that… is there anything that the college, the programme, the Fda did that helped you develop these skills.. SEI?

JULES:
I think working with a team of ladies that were my level, not necessarily my age but my level, you know, with regards to children. Not even necessarily like management level but certainly the same erm academic level… we were all very different erm some a little more volatile, some very quiet and mousy and it was just nice to see the different <mark>lecturers</mark> trying to draw the quiet ones out and trying t tame the more noisy ones down a little bit and let everybody have a go and then it's sort of its good to see that happen . also to know that you've still got a voice and an opinion that, you know, even if it's something that might seem and, you know silly …someone else is probably thinking it as well. So to have the confidence to say it.

1. social learning

2. some awareness of other people's social and emotional skills and how they should be prompted and supported in different ways

3. confidence due to being in a positive social learning environment

Interviewer:
Hm hm And how would you get that confidence in the classroom? As a student?

JULES:
As a student I just just.. listening to everybody.. the <mark>lecturers,</mark> the way they draw all the others out and put things across. I don't know hmmm.. cos yeah we had 2 or 3 different lectures that were very different styles but so and still got the same results out of everybody and pushed but pushed in a way that it wasn't like being back at school were you know, you were being almost forced to do it if you like (laughs)

Interviewer:
Yeah, very different experience?

JULES:
Yeah absolutely

Interviewer:
Right, if you were planning a course, if you were going to design the perfect Fda for practitioners and you wanted them to develop those SEI that they need in the

1. knowledges gives confidence

2. the role of the lecturer is important

3. HE is different from school as way of learning is being encouraged but not forced

setting to perform properly, to model, what do you think could be put in the programme, do you think is already there, do you ahh anything novel could be done, what do you think? Ideally

JULES:

Long silence… ermm….. I don't know because you do.. you the way it was done with with with the different units there was in sequence obviously the knowledge was built up ahm..the emotional side I think by the time we got to level I (5) hopefully we all were comfortable with each other that we could talk and comfortable with the <mark>lecturers</mark> ahm.. the guest lecturer that we had was unfortunate, Jules came across some very strong characters in the group, that were.. they were incredibly rude. Jules didn't stand a chance really..

Interviewer:
 Hmm..

JULES:

But there were a few of us as at the front that, you know, were listening and participating

Interviewer:
Right (pause)

JULES:

I don't know I think it's just hopefully its part.. its good manners you know it's all ingrained in . by the time you get to level I, so you got the knowledge is there it's just pulling it out and having the strength from each other to use each other effectively bounce of each other

Interviewer:
Ok so using each other could be an option?

Yes

Interviewer:
Ok

It's there anything else that you think would be useful for me to know about how to develop SEI in Early years students? In an Fda or in a programme like that?

JULES:

Long pause… uhmmm…….. I don't know, the only thing I can think of wasn't necessary missing from the course but I've always had an issue

1. Knowledge gives confidence. Scaffolding is important

2. Social learning

   Social awareness and attunement. Social cognition.

1. Social awareness, social cues

1. Social cues
2. Building knowledge (Scaffolding) gives confidence to assert it and the importance of social learning and support (perhaps group activities)

1. Specific relevant examples of application in practice for example related to resilience,

with dealing with parents. Certain parents not all parents, obviously you've got your confrontational ones that you sort of bite your tongue and get on with that and I know it's not something that you can necessarily teach but somehow instil confrontation

confidence and managing others' emotions.

2. Further rationale for developing a tool for this type of students as their role is demanding and emotional and it's important to them to be able to deal with complex social situations that are emotionally charged effectively

Confrontation? Maybe modelling or something?
JULES:
Yeah.. or just sort of….. long pause
Interviewer:
workshops?
JULES:
Yeah to develop the skills to deal with it. Ermm..
Interviewer:
Ok
JULES:
You know with parents it's very difficult it's a difficult thing. You know..
Interviewer:
That's very true and you do need those of understanding your own emotions and how to apply them an understanding the cues from social interactions.
JULES:
Yes, Absolutely. And when you've got the children in care and you know children with additional needs quite often their parents erm arrive you know having needs themselves or possibly don't accept that their child might have those needs

Interviewer:
Yeah
JULES:
And it is finding a way of coaxing and drawing them in and but I think that will probably come just with maturity of experience and talking to each other because people are very different. Very different ways of doing things.. that sounds very glum (both laugh) that each comes with age
(both laugh)

1. Acknowledgement that it could be developed

1. To be able to apply it to a variety of situations

1. Develop something meaningful to their personal experiences with linkage to their practice. Not too sure what but perhaps something where the lecturer and social learning play a role

2. Assertiveness, confidence, managing difficult situations

1. The importance of life experience to continue developing SEI skills

2. Influence, effective communication, active listening

Interviewer:
Ok that's it! Thank you very much!
JULES:
Thank you

Reflections after the interview with further comments after the transcription:

Jules (name has been changed) was my second interview. I picked up Jules from reception and as we were walking to the office they divulged that they were upset about something personal. I asked them if they wanted to reschedule but Jules declined. Once in the office Jules signed the ethic forms and we began the interview after I chatted a little to make them feel comfortable.

The first minute or so Jules seemed emotional and I although I thought I had been conscious of this, after listening to the recording it is obvious that Jules was upset and I didn't pick up on the tone of her voice. Jules mentioned something about an issue at work and I didn't press too much as I didn't want her to get more upset. I could have dealt with it better by acknowledging what Jules said but once Jules finished I abruptly went to the second question (perhaps because I didn't feel Jules had answered the questions) still a bit thoughtless of me.

However, after that Jules seemed more relaxed and shared a lot of very rich information regarding the way in which they understands and applies certain areas of socio-emotional intelligence. I think I gave her the time to think and Jules did take long pauses to reply which was good, I think. The interview didn't feel uncomfortable, at least to me and by the end Jules was smiling and laughing which was good to see. As Jules left they thank me and said that they were feeling better and it had been good to take their mind of their problems which was nice.

Sometimes I sound a bit rehearsed when I ask the questions and also I am acutely aware that I don't want to talk too much but the silences are not easy as I don't want to make people feel uncomfortable. Sometimes it is difficult to carry out these types of interviewing. For instance, I find myself wondering if is it ok to agree? Or to praise someone for a good answer? I think this shows my inexperience of doing these types of interviews. I hope to get better as things progress.

Appendix 9: List of awards, prizes and achievements

Awards and nominations

- 2016 Became a senior fellow (SFHEA) of the Higher Education Academy
- 2015 Became a fellow (FHEA) of the Higher Education Academy
- 2015: Vice-chancellor awards nominee at Bournemouth University
- 2014: Special commendation for the poster entitled: HE: a route to develop socio-emotional intelligence in Early Years Educators. Presented at the SRHE Newer Researcher Conference
- 2014: Special commendation for the poster entitled: Understanding and evaluating the efficacy of an enhanced induction programme for international students Presented at the SRHE Newer Researcher Conference
- 2013: Winner of Best paper award for the paper entitled: Interpreting Intelligence: A Literature review at The Bournemouth and Poole College annual research conference
- 2013: Nominated for best teacher of the year award at Bournemouth and Poole College
- 2013 Nominated for best course tutor of the year award at Bournemouth and Poole College
- 2011: Nominated for best teacher of the year award at Bournemouth and Poole College
- 2010: Winner of the faculty teacher of the year award at Bournemouth and Poole College
- 2010: Nominated for best tutor of the year award at Bournemouth and Poole College
- 2008: Nominated for the National Adult Learner Award
- 2008: Nominated for the Adult Achiever of the Year award at the Bournemouth and Poole college
- 2006: Nominated for the Adult Achiever of the Year award at the Bournemouth and Poole of College

Appendix 10: Pictures of European Positive Psychology Conference

Appendix 11: List of Papers and Conferences

Publications in date order:

Devis-Rozental, C., Eccles, S. and Mayer, M., 2017. Developing socio-emotional intelligence on first year students through 1-1 learning development tutorials. *Journal of Learning Development in Higher Education,* (under review)

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Conferences in date order:

2016: Developing Socio-emotional intelligence in Early Years Educators. At the European conference on positive psychology. Angers, France. (Paper Presentation)

2014: HE: A route to develop socio-emotional intelligence in Early Years Educators at the SRHE Newer researcher conference. Newport, Wales. (Poster)

2014: Understanding and evaluating the efficacy of an enhanced induction programme for international students at the SRHE Newer researcher conference. Newport, Wales. (Poster)

2014: Developing socio-emotional intelligence in first year students at the SRHE Annual Research conference. Newport, Wales. (Poster)

2014: The essence of transformative learning and HE in undergraduate students. SRHE Annual research conference. Newport, Wales. (Poster)

2013: Interpreting intelligence: A literature review at The Bournemouth and Poole annual research conference. Bournemouth (Paper Presentation)

2013: Socio-emotional Wisdom at the Child Protection at a time of austerity Conference at Bournemouth University. Bournemouth (Poster)

2012: Positive Teaching strategies to motivate students for successful learning at The Bournemouth and Poole annual research conference. Bournemouth. (Paper Presentation)

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