sample. Implications of the findings for social research are discussed.

Emotional intelligence, alexithymia, and interpersonal problems

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The aim of this study was to examine the relations of emotional intelligence with alexithymia and interpersonal problems in a sample of students. A correlational analysis was performed to assess the kind of association that exists among emotional intelligence with alexithymia and interpersonal problems. Three hundred and fifty seven students (147 boys, 210 girls) from the University of Tehran were included in this study. All participants were asked to complete the Emotional Intelligence Scale (EIS), Farsi version of the Toronto Alexithymia Scale (FTAS-20), and Inventory of Interpersonal Problems (IIP). The results revealed that emotional intelligence was negatively associated with both alexithymia and different aspects of interpersonal problems including assertiveness, sociability, intimacy, and responsibility. Results of regression analysis revealed that emotional intelligence can predict alexithymia and interpersonal problems regarding assertiveness, sociability, intimacy, and responsibility. It can be concluded that emotional intelligence is associated with alexithymia and interpersonal problems. Results and implications are discussed.

Emotional intelligence: An exploration of the construct in adolescents

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Emotional intelligence is an emerging psychological construct with varying definitions, measures, and applications. According to the ability model of emotional intelligence, the construct can be defined as the set of abilities that explain how we perceive, understand, and express our emotions and those of others. Research with adults shows preliminary evidence for the discriminant validity of the construct from general intelligence, personality, and well-being and positive affect, but little research has been conducted which critically examines the construct amongst adolescents. This study explored the construct with adolescents by testing the discriminant validity of emotional intelligence scores with general intelligence, personality and well-being. The study involved adolescent students (N = 29) from a regional Australian high school aged 12 – 17 years (M = 14.5, SD = 1.2). The Shipley Institute of Living Scale (a measure of IQ), a new performance-based measure of emotional intelligence – the Mayer Salovey Caruso Emotional Intelligence Test: Youth Version (MSCEIT:YV), a 50-item pool of personality items related to the Big-Five Personality Factors as found on the International Personality Item Pool (IPIP) on the IPIP website, and, the Personal Wellbeing Index – School Children (PWI-SC) were administered in the above order. Surprisingly, no significant results were found for the multiple correlations between emotional intelligence and general intelligence, personality and well-being. However, the study had low power (Power = .38), and so the results should be interpreted with caution. To conclude, it would appear that emotional intelligence, as measured by the MSCEIT:YV, is independent and distinct from general intelligence, personality and well-being, which is in contrast to the adult research which shows a slight but definite overlap with these constructs and emotional intelligence.

Emotionally positive stimuli direct attention upwards in visual space: Findings from happy and sad schematic faces

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This study aims to explore the relationship between visually presented emotional schematic faces and attention on a computer monitor. It