

## Quantitative report: A Summary of the Guidance

*It is expected that you are using the Psychology and Counselling House Rules Document for guidance on every section that is required to be included, as well as the content required within each section of a psychology research report. The information below is additional and relates specifically to the assessment question for the 2021/2022 academic year.*

### Introduction

This question is asking you to explore the effect of emotional intelligence and emotion-induced stimuli on memory recall, and so the literature you source and include in this section must be relevant to these topics. [There are two relevant journal articles within the report guidance folder to start you off with your literature search and it is expected that you are engaging in significant wider reading at this level to construct a solid introduction to the topic areas.](#) The literature that you choose to include overall should introduce what the research suggests are the impact of levels of emotional intelligence on memory recall and how well participants are suggested to recall emotion-induced stimuli (specifically, words). It is also likely that you will come across research that has explored the interaction between these two concepts; for example, research may show that individuals with higher levels of emotional intelligence are better able to recall positively emotion-induced words.

You should end this section with a clear and justified hypothesis – what do you expect to find based upon the literature you have now read and included in this section? As discussed in class, it is likely that you will have more than one hypothesis in this report and they will read something like the variations below:

1. An expectation that emotional intelligence will have an effect on the recall of emotion induced words **overall** (main effect of EI)
2. An expectation that participants will be able to recall one type of emotion induced-words better / there will be a general effect of the type of words on recall (main effect of the emotion-induced words)
3. An expectation that participants high (or low) in their EI will be better able to recall one type of emotion-induced words (e.g., positive words; interaction effect between EI and words on recall)

### Method

(do not forget that this section must be written in the past tense.)

#### Participants

How many participants in total? How many were male and how many female? What was the age range? Mean and SD must also be included. You should be using the basic descriptive analysis methods to find this information (descriptive statistics worksheet is on Moodle). Participants were recruited via EMS.

#### Design

Mixed multi-factorial design. IV1 = emotional intelligence. This is a between-subjects factor with two levels; low and high. Participants will be categorised as low or high in

accordance with the mean score that will be calculated once all data is collected – state what this score is. Those scoring below the mean will be categorised as low, with those scoring above the mean categorised as high.

IV2 = emotion-induced stimuli. Within-subjects factor with three levels; positive words, negative words, and neutral words.

DV = number of words correctly recalled.

Analysis – mixed ANOVA.

## Materials

You must explain/describe the questionnaire used to collect data on Emotional Intelligence in full. When writing materials sections when psychological scales have been used, you need to include as much detail as you can. [For ease of access, the 'questions' that should be considered when writing up the details of a questionnaire has been included within the Report Guidance and Documents, as well as a document that demonstrates how a full materials section for questionnaires should look. Do not forget the reliability analysis!](#) Explain that this scale was put on to Qualtrics for administration.

The task used to assess memory recall of emotion-induced stimuli (words) was created using the specialist programme Superlab. As above, you need to include as much detail as possible and be **specific and accurate**. The below bullet points have been taken from the original guidance provided to you on the creation of this task:

- Instructions provided to participants to introduce them to the structure of the tasks.
- Three experimental trials; positive words, neutral words, and negative words.
- For each trial, 20 words are displayed individually for 2000ms each. Each word is separated by a blank screen that is displayed for 400ms.
- At the end of each trial (i.e., when all 20 words for that condition have been displayed), participants will be instructed to think of something (e.g., 'now think of your favourite place to eat') for one minute. This will be set to time on Superlab and participants will be informed that the screen will automatically progress once the time is up.
- After this minute, participants will be asked to recall as many of the 20 words they have just seen and type these into the box provided on the screen.
- Repeat the previous steps for each of the three trials.
- End information – as this is the final element of the study, debrief information will be displayed here.
- Scoring = number of words correctly recalled per trial (out of 20)

Data was collected in a lab setting using the Qualtrics survey system and Superlab. A laptop was set up with the Qualtrics survey available for participants to seamlessly switch between the Superlab task on the computer and the BFI survey on the laptop.

## Procedure

Recruitment via the Experiment Management System (EMS) → Start on laptop and Qualtrics link loaded ready → Information sheet → Consent procedure → Demographic data collection → Emotional intelligence questionnaire completed via Qualtrics → Directed to

switch on computer screen to continue with tasks → Memory recall task on computer using Superlab → debrief → thanks for participation.

## Results:

A full dataset has been provided to each group within an SPSS dataset. There are several things you will need to do prior to being able to analyse the data:

1. Reverse score the relevant items in the emotional intelligence scale (the TEI-Que has 15 items to reverse score, the SSEIT has 3).
2. Calculate the total score for Emotional intelligence
3. Categorise EI scores into two groups around the mean score (generate the mean using descriptives and categorise into Low and High).

The Panopto recording for reverse scoring, calculating scores, and categorising scores can be found at the top of the report guidance folder.

What analysis was conducted and why? [Panopto tutorial for the mixed ANOVA can be found at the top of the report guidance folder.](#)

What were the descriptives? You should be reporting mean and standard deviation scores of emotional intelligence and memory recall (for the three conditions) here. Remember that tables are a good way to display this information!

The statistics from the analysis MUST be included! And in the correct formula (as demonstrated in the example results section on Moodle). You are going to have three separate 'formulas' to report and interpret; start with the two-way interaction effect between EI and words, then move on to the two main effects (EI and words separately). Take caution with a significant interaction effect (if one occurs).

Were the results significant or non-significant? What does this mean and how do these results relate to your hypothesis/hypotheses?

Your SPSS output showing the analysis and results must be included within the appendices (and NOT pasted into the main body of your results section)

## Discussion

Reiterate main findings. How do these findings relate to previous research findings (the literature/references you have included in your introduction to this report?) Why do you think the findings were as they were? What other factors could be discussed in relation to this topic? Are there any areas that could be expanded upon for future research? Discuss, critique and support your claims with literature to make this section stronger.