

Abstract

The aims of this study are to investigate the correlation among emotion, emotional intelligence and moral reasoning. There are 94 high school students in this study: 60 girls, 34 boys. The researcher used the Chinese version of Rest's Defining Issues Test (DIT) to examine the capacity of students' moral reasoning and, and a self-revised Emotional Intelligence Scale initiated by Schutte et al. to measure emotional intelligence of the subjects. One way ANOVA, t test and Pearson Product Correlation are computed to examine the relations among variables studied.

The results of this study are as follow:

1. There is an effect of mood on the response time of moral reasoning, showed the elate subjects (happy condition) performed shorter time than sad subjects (sad condition), and the sad subjects took the longest time among three mood conditions. There is a significant difference in taking time between the elate and sad subjects.
2. A one-way analysis of Variance among the mood conditions for the moral reasoning of subjects showed there is no significant difference.
3. There is a significant difference between boy and girl's moral reasoning, but no significant gender difference in emotional intelligence.
4. There is no significant relationship between moral reasoning and emotional intelligence for all subjects.

Reviewing recent literature of studies on mood and cognition, this study extended the theories and predictions of the those studies to the moral context for the purpose of exploring our moral reasoning capacities in real life and enriching our current understanding from moral educational situations.

Keywords: moral reasoning, emotional intelligence, mood, emotion