

**EQ DIVERGENCE AMONG FILIPINO
AND FOREIGN STUDENTS**

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ABSTRACT

The concern on the effective emotional and social competence as well as the limited studies on the comparison of Filipinos' and foreigners' emotional quotient stirred the conduct of this local study among Third Year BS Biology students of the first semester SY 2015-2016 in Cagayan State University. The objective of this research was to determine statistically significant distinctions of Filipino and foreign students in terms of emotional intelligence which serves as springboard for intervention and enhancement towards effective relationship with themselves and others and to cope with their daily demands and pressures. The Bar-On Emotional Quotient Inventory: Short (Bar-On EQ-iS) was used to determine the emotional quotient of 75 Filipino and 75 Indian students. They were evaluated in terms of scores on the five composite scales or aspects of emotional quotient, namely: Intrapersonal, Interpersonal, Adaptability, Stress Management and General Mood. Descriptive as well as inferential statistics revealed that the lone aspect of Emotional Intelligence where the participants showed a significant difference when grouped according to citizenship is the Area of Adaptability. The results reveal that both groups of participants have relatively similar tendencies towards emotional and social functioning. The results suggest that the participants be guided in terms of working on their tendencies in examining immediate situations rather than jumping into conclusions as well as on focusing more on the obvious and adapt new strategies when coping.

Keywords: *Bar-On EQ-I, emotional quotient, EQ divergence, foreign students, Filipinos*

INTRODUCTION

Personality defined as the combination of characteristics or qualities that form an individual's distinctive character has had implications on the totality of one's being as a functioning individual. Likewise, it has been found out that it is a potential predictor of individuals' ability to deal effectively with various situations.

More often, individual personality becomes distinctive brought about by the operation of the different components subsumed under it, namely: intelligence, emotionality, sociability among others, which defines a definite characterization of an individual person.

Emotions has recently deemed to be of equal if not even a more significant factor than Intelligence has been explored in terms of its powerful role in the holistic development and becoming of growing individuals. One's ability to deal with situations and act accordingly is a significant element seen as important in the success of many fields of endeavor.

Over the recent past there has been growing and much interest in the construct of EQ, a set of abilities relating to emotions and to the processing of emotional information.

EQ described as consisting of adaptive skills whereby an emotionally intelligent person has a deep awareness of their emotions and the ability to label and draw upon those emotions as a resource to guide behavior is the main subject of this study.

The gaps of knowledge in terms of determining how emotions differ when individuals come from different geographical background and how such emotional quotient operationalize in dealing with circumstances when exposed to differing cultures is one thought that led to the conceptualization of this research endeavor.

At Cagayan State University, the move for Internationalization has taken off for almost a decade now and as an academic institution, it has opened its doors to foreign learners and researchers; hence, it

has embraced students other than the Filipinos to help them find their rightful places under the sun through College and post undergraduate education.

The Cagayan State University, the biggest State University in Region 02, offers a variety of Degree Programs which cater to the academic pursuit of its enrollees. The students are honed holistically, thus, the offering of co and extra-curricular programs to ensure the holistic development of the students.

In this connection, the researchers conceived of this research track. Determining the emotional quotient of the foreign students may eventually lead to further meeting and enhancement of their emotional needs given the right recommendations of actions based on the results of this endeavor.

Conceptual Framework

Composition of Emotional Quotient

Drawing relevant evidence from intelligence and emotions research, as well as from studies in artificial intelligence, brain research and clinical psychology, Salovey and Mayer (1990) developed a formal theory of Emotional Quotient. Few constructs have grabbed the attention of the researchers, theorists, and practitioners alike with such intensity and suddenness (Petrides & Furnham, 2003).

The person is mainly responsible for the popularization of the field of Emotional Quotient (Goleman, 1995). Goleman based his work on the initial Salovey and Mayer's (1990) definition but added components such as zeal, persistence, and social skill. From here, the topic of Emotional Quotient began attracting the attention of researchers and professionals alike (Ciarrochi et al., 2001). Corporate organizations hailed the term as the new solution to personnel selection and the media heralded Emotional Quotient as a model to explain social and emotional competence (Pescuric & Byham, 1996).

It was claimed that people who are aware of the emotional

characteristics have a competitive edge both in their personal lives and in their professional lives, and as a consequence are happier and more successful. It was even suggested that Emotional Quotient is a better predictor to academic and occupational achievement than general intelligence (Goleman, 1995). The result of his popularization led to a broad range of approaches to the subject: from the Mayer Salovey ability-based conception, or list of competencies (Goleman, 1995), to approaches centering on psychological well-being (Bar-On, 1997). Each of these Emotional Quotient models in the literature comprises many different components. Petridesan and Furnham identify 15 distinct components (via content analysis) common to more than one salient Emotional Quotient model, suggesting inconclusive operationalization of the construct (Goleman, 1995).

Owing to the lack of coherent operational framework at the time, there was haphazard development of the construct and numerous apparently conflicting findings (Goleman, 1995). Some researchers cast a critical eye over the Emotional Quotient field, aiming to tease out the fad from the science. The key issues being debated were whether Emotional Quotient could be operationalized, whether reliable assessment test could be constructed, whether Emotional Quotient was a new construct which could be differentiated from existing personality traits and whether correct answers could be determined (Goleman, 1995). Mayer (2001), however, identified two broad lines of definitions for Emotional Quotient, namely, the original approach that defined Emotional Quotient as an intelligence involving emotion, and the mixed approaches that blended Emotional Quotient with other skills and characteristics.

The Bar-On Emotional Quotient Inventory (Bar-On EQ-i)

The structure of the Bar-On EQ-i is based on literature and its author's research experience as a clinical psychologist. The concept of EQ was theoretically developed from logically clustering variables and identifying underlying key factors purported to determine effective and successful functioning as well as positive emotional health (Dulewicz & Higgs, 2000).

The Bar-On EQ-i measure is composed of five composite scales and fifteen subscales, which are organized to report a total EQ score (Dulewicz & Higgs, 2000), that is: Interpersonal EQ scale, Intrapersonal EQ scale, Adaptability EQ scale, Stress Management EQ scale, and General Mood EQ scale.

Each item is presented as a declarative statement phrased in the first person singular. Participants respond to each statement by choosing one response on a five-point Likert scale (1 = not true of me, and 5 = true of me). Raw scores are transformed into standard scores with a mean of one hundred and a standard deviation of fifteen (Dulewicz & Higgs, 2000). A number of factor analyses were performed, and provided empirical support for the 1–5–15 structure of the Bar-On EQ-i. Bar-On EQ-i therefore presents a hierarchical structure of EQ (Dulewicz & Higgs, 2000).

The internal reliability of the Bar-On EQ-i was examined using Cronbach's alpha (Bar-On, 1997). The internal consistency coefficients for the EQ-i subscales ranged from 0.70–0.89 based on seven different samples, thus demonstrating good reliability. Test-retest reliability has also been examined with two groups. Reliabilities for a one-month study ranged from 0.78–0.92, and for a four-month study from 0.55–0.87 (Bar-On, 2000).

Construct validity for the Bar-On EQ-i has been extensively examined by correlating the inventory's subscale scores with various scale scores of other personality, mental health, and job satisfaction measures. According to its author, the coefficients are high enough to give ample support that the Bar-On EQ-i subscales are measuring the constructs that they were intended to measure and yet not so high as to suggest that the Bar-On EQ-i is a duplication of existing inventories (Bar-On, 1997).

According to Bar-On and Parker, the Bar-On EQ-i was originally constructed as an experimental instrument designed to examine the concept of emotional and social functioning (Ciarrochi et al., 2001). The results from applying such an instrument across diverse populations in various settings would tell us more about emotionally and socially

competent behaviors and eventually about the underlying construct of emotional and social intelligences. There is an unmistakable evidence for the content and construct validity of the two instruments (Dulewicz & Higgs, 2000).

Statement of the Problem

This study aimed to determine the distinction between Filipino and foreign students in terms of their emotional intelligence.

More specifically, the study aimed to answer the following:

1. What is the profile of the participants in terms of sex and nationality?
2. What are the participants' emotional intelligence with respect to the following aspects of intelligence: intrapersonal, interpersonal, adaptability, stress management and general mood?
3. Is there a significant difference in the levels of emotional components when grouped according to citizenship?
4. What enhancement program can be recommended to further the emotional development of both groups of participants?

METHODOLOGY

Research Design

The descriptive survey method was used to determine the profile of the participants. It is a purposive process of gathering, analyzing, and tabulating data about emotional quotient, and making adequate and accurate interpretation about such data.

Participants of the Study

This study involved the third year BS Biology students at the Cagayan State University. A total of 150 students (75 Filipino and 75 Foreign) were taken as participants as they are currently enrolled for the First Semester of school year 2015-2016.

Instrumentation

The instrument used in this study is the Bar-on EQ, which is composed of the following EQ Scales: Interpersonal, Intrapersonal, Adaptability, Stress Management, and General Mood.

These scales have the following components:

1. Intrapersonal (Self-Regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-actualization);
2. Interpersonal (Empathy, Social Responsibility, and Interpersonal Relationship);
3. Stress Management (Stress Tolerance and Impulse Control);
4. Adaptability (Reality Testing, Flexibility, and Problem Solving); and
5. General Mood Scale (Optimism and Happiness).

The Bar-on EQ is a 51-item instrument to assess quickly the key aspects that define emotionally intelligent behavior.

Statistical Analysis

The researchers used frequency and percentage distribution to create a profile of the students according to sex and nationality. The t-test for independent samples was utilized to determine the significant difference in the emotional quotient components of the participants when grouped according to nationality.

RESULTS AND DISCUSSION

Profile of Participants

Data show that there was an equal number of students from both nationality, Filipino and Indian group. There were 75 Filipino students and 75 foreign students.

As to participants' distribution according to sex, it is evident that majority of the Filipino students comprising 76% are female while most of the foreign students are male.

Participants' Level of Emotional Quotient when Grouped According to Citizenship

The overall mean of 143.067 and standard deviation of 11.8519 both have a descriptive value of average which indicates that both Filipino and Foreign participants have a markedly high level of emotionally intelligent behavior, thus, possess a well-developed emotional and social capacity.

Along the different emotional intelligence scales, it is observed that the Indian students have a higher mean of 32.000 than their Filipino students' counterparts with 31.280 under the scale of Intrapersonal. Both means are within the average category. This means that both groups of participants tend to possess an effective ability to being aware of themselves and in understanding their strengths and weaknesses. They too have a remarkable ability to express themselves, their feelings, and thoughts nondestructively.

On interpersonal scale, the Filipino students obtained a mean of 32.328 while the Indian students obtained a mean of 31.243. Even though the Filipino students got a higher mean, both means are still within the average category; hence, both groups of participants possess similar effective tendencies towards being aware of others' emotions, feelings and needs and being able to establish and maintain cooperative, constructive, and mutually satisfying relationships.

Along stress management scale, the Filipino students got a higher mean of 24.880 compared with the Indian students with 24.853.

Ultimately, in all the five scales of Emotional Intelligence, both Filipino and Indian Third Year BS Biology students manifest a relatively similar tendencies towards Intrapersonal (self-awareness and self-expression), Interpersonal (social awareness and interpersonal relationship), Stress Management (emotional management), Adaptability (change management) and General Mood (self-motivation).

In general, the Filipino and Indian third year BS Biology students

of CSU fall within the average level of emotional quotient.

Comparative Analysis on the Participants' Levels of Emotional Components when Grouped According to Citizenship

The EQ scale on Adaptability manifests a significant difference when participants were grouped according to citizenship. This means the Filipino student-participants tend to have better ability towards reality-testing, flexibility and problem-solving than their counterparts. The Filipino student-participants also manifest a greater tendency to manage change better. They are also more likely to have better ability towards reality-testing, flexibility and problem-solving than their counterparts; and that the Filipino student-participants manifest a greater tendency to manage change better.

A significant difference in the EQ level of the participants was determined under the scale Adaptability.

Program on Students' Emotional Development

The following measures are recommended to both enhance and develop the Emotional functioning of the participants: Group Growth sessions on "Managing Emotions;" "Interventions for Improving Emotional and Social Skills;" and an implementation of a well-devised customized Wellness Program for Foreign Students.

CONCLUSION

Filipino and Indian third year BS Biology students of CSU possess capabilities which tend to fulfill their emotional and social skills.

Filipino and Indian third year BS Biology students of CSU are relatively similar in terms of the level of EQ.

RECOMMENDATIONS

The following measures are recommended to both enhance and develop the emotional functioning of the participants:

The school administrators should include in their annual plan of activities the conduct of Group Growth Sessions on “Managing Emotions” and “interventions for Improving Emotional and Social Skills.”

The Guidance Services Office may consider the implementation of a well-devised customized wellness program for foreign students.

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