

Assessing the Level of Emotional Intelligence among Future Vocational Workforce in Jordan

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Abstract: The purpose of this study was to assess the level of emotional intelligence among future vocational workforce in Jordan. A total of 150 vocational students participated in the study by completing the Emotional Intelligence Scale (EIS). The results indicated that vocational students have an acceptable moderate level of emotional intelligence on the five dimensions. Moreover, there were no significant differences between dimensions of emotional intelligence and the proposed demographic variables (gender and area of specialization). Finally, several recommendations were suggested for improving emotional intelligence among vocational students that can contribute to better job performance. (**Keywords:** Workforce, vocational students, emotional intelligence, organizations, success).

قياس مستوى الذكاء العاطفي لدى القوى المهنية المستقبلية في الاردن

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ملخص: هدفت هذه الدراسة إلى تحديد مستوى الذكاء العاطفي لدى القوى المهنية المستقبلية في الأردن بحيث شارك 150 من طلاب التعليم المهني في إحدى مديريات التربية و التعليم الأردنية في الإجابة على أداة الدراسة التي تكونت من خمسة أبعاد رئيسية. وقد أشارت النتائج إلى وجود مستوى متوسط من الذكاء العاطفي لدى الذين شاركوا في الدراسة. وبالإضافة إلى ذلك فقد أشارت النتائج إلى عدم وجود فرق ذو دلالة إحصائية بين أبعاد الذكاء العاطفي و المتغيرات الأخرى مثل النوع والتخصص. وفي النهاية قدمت الدراسة مجموعة من الاقتراحات التي يمكن أن تستخدم لرفع مستوى الذكاء العاطفي لدى الطلاب وذلك من أجل تحسين أدائهم الوظيفي في المستقبل. (الكلمات المفتاحية: القوى العاملة، طلبة التعليم المهني، الذكاء العاطفي، المؤسسات، النجاح).

Introduction: In any organization, maintaining highly qualified and productive employees is a critical asset and is fundamental to an organization's bottom line productivity as well as to its ability to compete. The workplace of the twenty-first century has witnessed major changes in the work environment and the suitable type of workers required to hold a job. Based on that, there are new rules for success in the workplace where employers are no longer interested only in technical and intellectual skills, but also are beginning to consider their employees and focus more on their personal characteristics (Goleman, 1995). The new work environment requires that individuals possess personal characteristics or competencies such as initiative and empathy, adaptability and persuasiveness that enable them to understand those with whom they work or lead (Goleman, 1998; Gowing, 2001). These personal characteristics or competencies are named emotional intelligence, which is defined as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well inside ourselves and in our relationships" (Goleman, 1998, p. 317).

Goleman (1995) explored the importance of feelings as a part of one's overall intelligence. He posited that the emotions within one's intelligence provide the basic mental capability to rationale, to solve problems, and to make relationships with others. Moreover, emotional intelligence includes a combination of competencies which contribute to a person's ability to manage and monitor one's own emotions, correctly gauge others' emotional state, and influence opinions (Caudron, 1999). Emotionally intelligent individuals can promote cognitive flexibility in thinking and seeing things in diverse ways, improve job outcomes and valuable outcomes, and can increase responsibility (Goleman, Boyatzis, & McKee, 2002). It is our emotional intelligence that will solve our retention and morale problems, improve our creativity, create synergy from teamwork, drive our purpose, and ignite the best and most inspired performance from our people (Mount, 2005).

Previous research has emphasized the importance of emotional intelligence as a necessary ingredient for success in the workplace (Goleman, 1998). Lambert (1998) mentioned "the research showed that for jobs of all kinds, emotional intelligence is twice as important as an ingredient of outstanding performance as cognitive ability and technical skills combined" (p. 8). Research has shown that emotional intelligence may be a better predictor of success and individual effectiveness than traditional measures such as IQ (Druskat & Wolff, 2001; Ghosn, 1999; Pool, 1997; Weisinger, 2000). Smigla and Pastoria (2000) indicated that emotional intelligence is necessary for success at work and can

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Goleman (1998) conducted a study with 500 organizations and concluded that individuals who possessed high levels of emotional intelligence were

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also found to possess strong personal skills, social skills, and self-confidence more than their fellow workers who had low levels of emotional intelligence. High levels of emotional intelligence have been shown to increase organizational commitment (Abraham, 2000), to positively impact decision-making (Bagshaw & Bagshaw, 1999), to maximize success (Dodge & Murphy, 2002), and to affect productivity and the quality of work (Trinidad & Johnson, 2000). However, lack of emotional intelligence skills can lower team effectiveness, create dysfunctional team interaction, and impede career success (McDowelle, 1999). According to Cooper and Sawaf (1998):

If we lack emotional intelligence, whenever stress rises the human brain switches to autopilot and has an inherent tendency to do more of the same, only harder. Which, more often than not, is precisely the wrong approach in today's work world (p. xxx).

Cooper and Sawaf (1998) also mentioned:

Every thing important that happens to us arouses emotion. Emotions are the primary source of motivation, information (feedback), personal power, innovation, and influence. In most cases, emotions are not at odds with good judgment and reasoning; rather, they inspire and enliven good judgment and reasoning and are linked to success and profitability (p. xv).

The importance of emotional intelligence to students' career development and success at work has been widely stressed (Callahan, 2000; Callahan & McCollum, 2002; Chemiss & Goleman, 2001). Emotions are likely to influence all aspects of individual work performance including relationships, learning, and development. Therefore, emotional intelligence is receiving attention as an important quality needed in the workplace. Also, we argue that schools should prepare vocational students ready to enter the workforce with emotional intelligence skills related to the essentials of managing emotions (e.g., anger, sadness), managing conflicts, developing empathy and relationships, and controlling impulses (McCarthy, 2001; O'Neil, 1996). Based on the viewpoints of Goleman (1995, 1998) and Salovey and Mayer (1990), emotional intelligence was identified as consisting of five major components of self-awareness, managing emotions, self-motivation, empathy, and handling relationships. These competencies can aid in on-the-job success, predicting outstanding performance, and have potential in enhancing learning.

Self-awareness is the ability to recognize and identify own feelings as it happens and how they affect job performance. Managing emotions is the ability to handle feelings of fear, anger, anxiety, and sadness appropriately. Self-motivation is the extent to which an individual can channel emotions to accomplish a goal. Empathy is the recognition of and sensitivity to others' feelings and concerns and taking their perspective about various issues. Handling relationships is the degree to which an individual forms and maintains relationships and reflects one's level of self-awareness and social

competence. Handling relationships encompasses managing emotions in others, social competence, and social skills.

On the regional and national level, there are no studies assessing the level of emotional studies for high school vocational students. A number of Arabic studies related to emotional intelligence focused primarily on university students and school principals. For example, (1998) فاروق conducted a study with 772 university students in the university of Um-Alqura in Saudi Arabia aimed at determining the meaning of the concept of emotional intelligence and its dimensions. The results of the study indicated that more research is needed to better understand emotional intelligence and its relationship with other personal, familial, and social variables. (2001) فوقية studied the relationship between emotional intelligence and academic achievement and creative thinking among 289 university students. The results of the study showed a positive and significant relationship between the emotional intelligence and academic achievement and creative thinking. Students with high level of emotional intelligence were found to have higher levels of creative thinking skills and academic achievement compared to those students with lower levels of emotional intelligence. The study also found significant differences in the level of emotional intelligence between males and females for the favor of females.

One study was located in Jordan which investigated the relationship between emotional intelligence and principal's performance (البوريني, 2006). The sample of this study consisted of 100 primary school principals from Amman. The results of the study indicated a strong and positive relationship between emotional intelligence and the performance of school principals. The results also revealed significant differences in the level of emotional intelligence based on gender for the favor of female principals. Based on the above discussion, we can conclude that there is a paucity of research concerning emotional intelligence especially related to vocational students in Jordan.

Statement of the Problem

Organizations of all kinds are expanding their job requirements to encompass not only technical skills and intellectual abilities but also to include personal characteristics (emotional intelligence) which are a necessary ingredient for success (Goleman, 1998; Weisinger, 2000). Current research shows that as the workplace increasingly requires one to do more with fewer resources, emotional intelligence skills become increasingly important. According to Rose (1998), there has been a lack of identifiable skills for successful vocational students (the future workforce) who are ready to enter the workplace. Vocational students are those individuals who have not managed to stay in regular high school but need to learn a profession after completing two years of training in one of the recognized Jordanian vocational centers. Usually,

vocational students enter the marketplace immediately after graduation. Therefore, these individuals need to be equipped with a three-dimensional skills package encompassing technical, intellectual, and emotional intelligence skills in order to succeed in their academic and future employment (Nelson & Low, 2003).

However, to the best knowledge of the researchers based on the review of previous research, fewer studies were conducted in the area of investigating emotional intelligence and no empirical research was identified in Jordan that specifically examines the level of emotional intelligence among vocational students. This is an indication of lack of research in the area of emotional intelligence which can negatively impact the efficiency and effectiveness of organizations and the economy of Jordan as a whole in the future. Hence, this study came to determine vocational students' level of emotional intelligence. Based on that, the present study was driven by the following three research questions:

1. What is the level of emotional intelligence among a sample of vocational students in Jordan?
2. What differences exist in dimensions of emotional intelligence based on vocational students' gender?
3. What differences exist in dimensions of emotional intelligence based on vocational students' area of specialization?

Significance of the Study

Despite the change in standards that businesses require for success, most schools have not changed with time. In order to merge business and academia, schools need to recognize the importance of developing emotional intelligence skills for students in the classroom. This systematic change begins with assessing the level of emotional intelligence being practiced by vocational students. The outcome of such assessments can elicit necessary information to develop programs (curriculums) to teach vocational students skills that will increase their own emotional intelligence competencies on how to manage anger, resolve conflict, regulate emotions, communicate through skills such as listening, develop healthy relationships, manage stress, and empathize with others (McCarthy, 2001). Moreover, this research could help schools at the national level to identify the current level of emotional intelligence of vocational students and the required level needed in the workplaces which, in turn, may help improve the quality of vocational education. Finally, this research will add to and compliment the existing body of knowledge in this area and provide a foundation for future research since emotional intelligence as a concept is new and is still growing in importance.

Population and Sample

The target population for this study was defined as all secondary vocational education students in Jordan (the future workforce). The accessible population was defined as secondary vocational education students currently enrolled in secondary vocational schools located in the second district of Amman. The list from the Ministry of Education showed that the number of

schools was eight. The sample consisted of all students who are majoring in industrial, agriculture, and home economics from three secondary vocational education schools in the second district of Amman which was equal to 179 students. With regard to the sample description, 84 of the respondents were males and 66 were females. In relation to the area of specialization, 48 were industrial (32%), 66 agricultural (44%), and 36 home economics (24%).

Instrument

A two-part instrument was used to collect data in this study. The first part contained the Emotional Intelligence Scale (EIS). The EIS was originally developed by Ming (2004) to measure levels of emotional intelligence. The original scale consisted of a pool of 65 items based on the theoretical model of emotional intelligence developed by Salovey and Mayer (1990) and Goleman (1995). The scale consisted of five subscales: self-awareness, managing emotions, self-motivation, empathy, and handling relationships, each with 13 items. The items of the EIS were reviewed by a panel of twenty-two experts from the field of measurement and psychology and that the face and content validity of the scale was established. The EIS was pilot tested with 134 college students. Based on the pilot test and the reviews of the validation panel, the scale ended with 55 items with an overall reliability coefficient of .82. The 55-item scale was also tested with three independent samples (N = 716) to test its psychometric properties. These studies resulted in a shortened 25-item scale; each subscale comprised of five items. Responses to the scale were measured on a five-point Likert-type scale ranged as 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. The new shortened EIS was tested with 375 high school students and resulted in reliability coefficients as follow: self-awareness (.66), managing emotions (.66), self-motivation (.73), empathy (.70), and handling relationships (.80) and the total scale .80. The second part of the instrument contained information related to demographic characteristics such as gender and area of specialization.

Instrument Translation Process

To ensure equivalence of meaning of the items and constructs between the Arabic and English versions of the EIS, a rigorous translation process was used that included forward and backward translation, subjective evaluations of the translated items, and pilot testing. The goal of the translation process was to produce an Arabic version of the EIS with items that were equivalent in meaning to the original English version (Lomi, 1992; Sperber, Devellis, & Boehlecke, 1994). Two translators (faculty members) bilingual in English and Arabic, translated the English version of the EIS into Arabic (forward translation). These translators were instructed to retain both the form (language) and the meaning of the items as close to the original as possible but to give priority to meaning equivalence. When the Arabic translation was finalized, the EIS was then back-

translated (from Arabic to English) by other two faculty members, bilingual in English and Arabic.

The back-translated items were then evaluated by a group of four faculties to ensure that the item meanings were equivalent in both the original English versions and the back-translated version. If differences in meaning were found between items, those items were put through the forward and back-translation process again until the faculties were satisfied there was substantial meaning equivalence. The Arabic version of the EIS was then pilot tested with a group of 12 students and 6 faculties to collect feedback about instrument content and usage. The feedbacks from the students lead to minor changes. The feedback from the faculties emphasized that the instrument has both face and content validity. Faculties also recommended rewording some of the items in a positive manner, so reverse coding will not be used.

Instrument Standardization

The Arabic instrument was pilot tested with a group of 30 students chosen representatively from the three secondary vocational schools in the second district of Amman. These students were excluded from the main sample of the study. Changes recommended by the validation panel and those identified as needed during the pilot test were incorporated into the instrument. These changes occurred in the wording of some items. The validation panel also asserted that the instrument has both content and face validity. The internal consistency of the instrument was determined using the same group of students used in the pilot study. The calculated coefficient alpha reliability for the five subscales was as follows: self-awareness (.67), managing emotions (.70), self-motivation (.71), empathy (.73), and handling relationships (.82).

The standards for instrument reliability for Cronbach's alpha by Robinson, Shaver, and Wrightsman (1991) were used to judge the quality of the scales of the instrument. These standards were: .80-1.00 – exemplary reliability, .70 - .79 – extensive reliability, .60 - .69 – moderate reliability, and < .60 – minimal reliability. Moreover, a .64 alpha coefficient demonstrates acceptability for research conducted in the behavioral sciences (Green, Salkind, & Akey, 2000). Based on the above guidelines, three of the subscales exhibited extensive reliability except for the self-awareness subscale which exhibited moderate reliability. Therefore, these figures suggest that the instrument is suitable to measure the level of emotional intelligence among secondary vocational students (see Appendices 1 and 2).

Data Collection and Analysis

Data for this study were collected using the emotional intelligence scale used in this study. The survey was distributed by the researchers during October for the academic year of 2006/2007. Each school principal was contacted by telephone to grant permission to conduct the study. Once permission granted, researchers visited the three selected secondary

vocational schools during class sessions, explained the purpose and instructions of the study, assured confidentiality of results, and handed the surveys to students. At the end of class sessions, instruments were collected by the researchers. One hundred seventy-nine (179) surveys were distributed at class sessions. Of these, 150 were useable, resulting in a return rate of 84%.

The alpha level was set at .05 a priori. Procedures for the statistical analysis are discussed by research questions. Research question one was to determine the level of emotional intelligence among vocational students. Descriptive statistics were used to answer this question by computing frequencies, means, and standard deviations for the five dimensions of students' emotional intelligence. Research question two was to determine if there are significant differences between dimensions of emotional intelligence and vocational students' gender. Since there are two levels for gender (male vs. female), the t-test was used to compare males and females on each dimension of emotional intelligence. Research question three was to determine if there are significant differences among dimensions of emotional intelligence and vocational students' area of specialization. Analysis of variance (ANOVA) statistic was used to compare dimensions of emotional intelligence on each area of specialization (industrial, agriculture, and home economics). The SPSS statistical package version 11.5 was employed to carry out these analyses.

Results

The data collected from all participants were coded, entered to the SPSS spreadsheets, and analyzed using software package SPSS version 11.5. Descriptive statistics for all variables in this study were examined using SPSS frequencies. The minimum and maximum values of each variable were examined for the accuracy of data entry by inspecting out of range values. An examination of these values showed that no out of range values were detected. Missing subjects were not detected, either. Results of the study are addressed by each research question.

Results Pertaining to Research Question 1

Research question 1 was about determining the level of emotional intelligence among vocational students in Jordan. Means and standard deviations were used to accomplish this objective. Table 1 presents means and standard deviations for each dimension as well as the overall mean value for all items ordered by the highest mean value. Higher mean values indicate a higher level of emotional intelligence whereas lower mean values indicate a lower level of emotional intelligence. Description of mean values was based on the following classification as follow: 1.5 - 2.49: weak value; 2.5 - 3.49: moderate value; 3.5 – 4.49: strong value; and above 4.5: exemplary value. As shown in the table, the mean of the empathy dimension is higher than all other means (3.51), followed by self-awareness (3.37) and managing emotions (3.21) respectively.

However, self-motivation (2.94) and handling relationships (2.78) had the lowest mean values. These results indicate a somewhat moderate level of emotional intelligence.

Table 1: Means and Standard Deviations of the Five Dimensions of Emotional Intelligence Scale

Dimension	Means	Standard Deviations
Empathy	3.51	.61
Self-awareness	3.37	.51
Managing Emotions	3.21	.59
Self-motivation	2.94	.64

Table 2: The Differences between Male and Female Vocational Students on Each Dimension of the Emotional Intelligence Scale

Dimensions	Gender	N	Means	Std. Deviations	T	p
Empathy	M	84	3.52	.60	.29	.76
	F	66	3.49	.62		
Self-awareness	M	84	3.34	.52	-.89	.37
	F	66	3.41	.49		
Managing Emotions	M	84	3.18	.63	-.71	.47
	F	66	3.25	.53		
Self-motivation	M	84	3.00	.67	1.19	.23
	F	66	2.88	.60		
Handling Relations	M	84	2.83	.53	1.10	.26
	F	66	2.74	.50		
Overall	M	84	3.17	.53	.40	.69
	F	66	3.15	.50		

Table 2 shows that there were no significant differences at the 0.05 level between vocational students' males and females on each dimension and on the overall dimension of the Emotional Intelligence Scale.

Results Pertaining to Research Question 3

Research question 3 was to determine whether significant differences exist between dimensions of emotional intelligence and vocational students' area of specialization (industrial, agriculture, and home economics).

Table 3: Differences between the Three Levels of Area of Specialization (Industrial, Agriculture, and Home Economics) on Each Dimension of the Emotional Intelligence Scale

	Sum of Squares		df	F	p
	Between Groups	Within Groups			
Empathy	.057	55.426	2	.07	.59
		55.48	147		
			149		
Self-awareness	.276	38.521	2	.53	.59
		38.796	147		
			149		
Managing Emotions	.137	51.864	2	.19	.82
		52.002	147		
			149		
Self-Motivation	.484	61.169	2	.58	.56
		61.653	147		
			149		
Handling Relationships	.228	39.915	2	.42	.65
		40.143	147		
			149		
Overall	.008	15.421	2	.04	.96
		15.429	147		
			149		

By utilizing the one-way analysis of variance, Table 3 shows that there were no significant differences between the three areas of specialization on each dimension and on the overall score of the Emotional Intelligence Scale.

Handling Relations	2.78	.52
Overall	3.17	.32

Results Pertaining to Research Question 2

Research question 2 was to determine whether significant differences exist between dimensions of emotional intelligence and vocational students' gender. The t-test for independent samples was used to examine the differences in mean values between males and females.

Discussion and Conclusions

The purpose of this study was to assess the level of emotional intelligence among future vocational workforce in Jordan. Another purpose was to determine differences between responses to the five dimensions of emotional intelligence based on gender and area of specialization. A sample of 150 secondary vocational students from three secondary vocational schools in the second district of Amman was chosen through stratified clustered random sampling procedures. Descriptive statistics including means and standard deviations were utilized to report students' level of emotional intelligence categorized under each dimension. Overall, students had a moderate level of emotional intelligence. In other words, vocational students possess an acceptable level of emotional intelligence which enables them to enter the workforce upon graduation. However, to produce better vocational workforce, vocational students should receive training on how to increase their emotional intelligence. Studies show that training can have a tremendous impact on emotional competence and can produce behavioral changes which can have an impact on people's daily life (Fisher, 1998).

Although the five dimensions of emotional intelligence were moderate, the empathy dimension as perceived by vocational students has the highest mean value of 3.51. Vocational students perceive that they have concerns and objections to injustice in their lives. They tend to take actions to solve problems related to unfairness of all kinds. When their friends have happy occasions, happiness is passed into them. In today's work environments, these qualities are needed and are considered essential. Employers would like to see employees who are fair, just, and sympathetic. Such qualities will create a harmonious workplace and an

effective teamwork (Davis, 2003; Kravitz & Schubart, 2000).

Similarly, dimensions of self-awareness and managing emotions received moderate mean values of 3.37 and 3.21 respectively. Vocational students are able to recognize the status of their emotions in relation to sadness, happiness, fear, and anger. These emotions may influence people's life and progress. Recognizing such emotions may play a critical role in hindering such emotional states by seeking help from others (Michaud, 2000). Goleman (1998) stated that self-awareness includes the capacity to know one's self by understanding one's emotions, strengths and weaknesses, and to tap into one's intuitive self in dealing with everyday challenges in the workplace. These results suggest that vocational students are emotionally stable. Managing emotions results suggest that vocational students' emotions are not easily affected by external circumstances and that they do not get depressed when things do not go their way. Usually the work environment is associated with work-related pressure dealing with customers, co-workers, and supervisors. Therefore, employees who are able to control and manage their emotions will be more successful and are an asset to their organization.

In this study, self-motivation and handling relationships were the dimensions of the lowest value means (2.94 and 2.78 respectively, which are not far from the midpoint). With regard to self-motivation, vocational students perceived that they set goals in advance, achieve goals promptly, work hard to accomplish a task given, face challenges courageously, and resist external temptations. These qualities are what employers seek in today's challenging work environments (Sanborn, 1994). Moreover, vocational students regard themselves as relationship people who like being around others, are able to talk around a group of people, make friends easily, love social activities, and cooperate with others to achieve a task. Today's workplace is all about relationships where possessing the ability to attract others is the key to success. In a diverse workforce, we need to understand others accurately to avoid resorting to stereotyping that could lead to performance problems (Steele, 1997). One must consider collaboration when working on a task. Finally, significant differences were not detected between gender of respondents on each dimension of the emotional intelligences subscales. This outcome is not consistent with the study conducted by (2001) فوقية who found significant differences in the level of emotional intelligence based on gender for the favor of female university students in Saudi Arabia. This fact can be justified in light of the recent development in the educational system and work environments in Jordan where both males and females have equal opportunity to education and work. Males as well as females can express their feelings freely and both have the ability to assume corporate positions. It has been proved over the

years that females can assume responsibilities and handle them well enough. They can manage emotions, handle pressure, set goals, achieve goals, and be the focus of attention in social gathering. With regard to the area of specialization, difference were not detected either. This can be justified by the fact that these studied three majors are purely vocational in nature and intercorelated in many ways. Therefore, requiring the same level of emotional intelligence.

There are some conclusions and implications that can be drawn from this research. First, this study increased our awareness of the level of emotional intelligence of Jordanian vocational students in secondary schools. Vocational students have moderate level of emotional intelligence but not at the required level. To compete in a global market, students should have higher levels of emotional intelligence. Emotional intelligence is a learnable skill that can be developed at any time and at any age (Cherniss, 1998). A well-designed training program of emotional intelligence can help students to improve their emotional intelligence skills. Suggestions for improvement include paying attention to others' emotions and the motivation behind behavior, building meaningful relationships that teach them about human behavior, and expressing emotions in a socially acceptable manner (Jerabek, 1998). Second, the results of this study may inspire school administrators and decision-makers to take further steps in incorporating emotional intelligence competencies into school curriculums that emphasize the values of integrity, empathy, motivation, credibility, and persuasion.

The present research also provides a number of suggestions for future research including: (a) confirm the important findings of this study with a larger sample of all vocational schools in Jordan, (b) test the predictive and concurrent validity of the scale with other work-related variables such as organizational commitment and job satisfaction, and (c) compare the level of emotional intelligence between Jordan and other non Arab countries. Finally, it is hoped that this research will set the pace for future research in secondary schools, university settings, and work settings to provide more valuable insights for academics and practitioners.

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APPENDIX (1) EMOTIONAL INTELLIGENCE SCALE

Self-Awareness

1. When I am in a bad mood, I am aware of it.
2. I can clearly know whether my current emotion is sad or happy.
3. I can recognize my own current emotional condition from inner feelings.
4. From my physical reaction, I can identify my emotions and am able to tell whether I feel fear or anger.
5. I am empathetic.

Managing Emotions

1. I often feel happy.
2. My emotions are not easily affected by external circumstances.
3. I am not sentimental.
4. I often maintain emotional stability.
5. When something doesn't go my way, I don't get depressed.

Self-motivation

1. When I begin to do something, I will set goals in advance.
2. I will work hard to accomplish each task I am given.
3. When I encounter pressure, I am courageous and face it.
4. I can refrain from doing something I enjoy before achieving my goals.
5. In order to fulfill my goals, I can resist any external temptations.

Empathy

1. When someone is distraught, I feel very sorry for him/her.
2. When someone is bullied, I feel angry because of the injustice.
3. When someone receives a birthday gift, I am happy too.
4. I concentrate fully on dealing with my friends' problems.
5. When I see an old man who is alone and helpless, I instantly feel sympathy for him.

Handling Relationships

1. I make friends easily.
2. I like being around others.
3. I like to talk with groups of people.
4. I like to cooperate with others to accomplish a task.
5. I love social activities.