Assessing Emotional Intelligence of University Students: A Comparison between China and Bahrain

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Abstract

Emotional intelligence (EI) is being recognised to be a vital element in many educational institutions today. Tuning into one's feelings and understanding others help to build and strengthen relationships in classrooms. There are some Emotional Intelligence skills most often related to academic success such as assertion, drive, strength, commitment ethic, time management, and stress management. This paper looks at emotional intelligence of students in one of Bahrain's reputable national university. A comparison is made between students in Bahrain and participants in China to look at cultural differences and the role of national culture in the levels of emotional intelligence among individuals. The results revealed no direct relationship between scores, grade point average, age and emotional intelligence competencies. Overall the scores were in moderation, reflecting moderate levels of emotional intelligence. However, there some subtle culture issues and variations between the culture in China and Bahrain, where some of the items in the EI instruments were found to be culture bound.

1. INTRODUCTION

“The daily challenge of dealing effectively with emotions is critical to the human condition because our brains are hard wired to give emotions the upper hand,” (Bradberry & Greaves, 2009: 6). Consequently it would affect human relations at work (Bar-On, Maree & Maurice, 2007; Lussier & Achua, 2007) and influence students who interact with others, whether their colleagues or administrators or lecturers. Orme (2000: 7) refers to emotional intelligence as an “advanced common sense;” some people have a great deal of common sense without realising that it is emotional intelligence, they just seem to know what to do at the right moment and situation. Having knowledge of emotional intelligence can help make people realize how to establish strong relationships and bonds, increase self-awareness, improve social skills, and simply be happy (Bar-On et al, 2007; Hein, 1996). It has been argued that understanding emotional intelligence helps understanding its contribution to success (Goleman, 1996; 1998; Higgs & Dulewicz, 1999) at work and in life. Understanding the level of emotional intelligence in classrooms enables facilitators of education and classrooms to understand the feelings and emotions of students and thereon change and develop classroom strategies which lead to a better and more comfortable learning environment.
In this paper, students’ EI level will be assessed and a comparison is drawn based on students in Bahrain and in China, investigating the cultural influences and differences in EI assessment in both cultures. The first part of the paper highlights both cultures, Bahrain and China and a comparison with the Western culture. The second part of the paper presents the analysis and limitation of the study.

Poverty is a social phenomenon that poses a threat to humanity especially in the developing world. Nearly 1.3 billion people live on less than a dollar a day and close to 1 billion cannot meet their basic consumption requirements [1]. Poverty is rife in a number of African countries where high inflation, negative growth, massive devaluation of currency, high unemployment, squalor and poor quality of life are the key indices of their economies [1]. This phenomenon retards the socio-economic, mental and infrastructural development of affected regions. This notwithstanding, the role of women in poverty reduction and socio-economic development was not given the needed attention in the early part of the continent’s development agenda [2]. In the 1950’s and 1960’s women were not necessarily consulted in development issues nor involved in decision making [3]. However, it has become clear that the involvement of women in development agendas is a prerequisite for successful development planning and implementation [4].

**REVIEW OF LITERATURE**

Emotional intelligence is about being more aware of one’s emotions, using them intelligently to improve performance at work through helping people to be perhaps happier (Hein, 1996), satisfied with their responsibilities and assigned work, better motivated and strive for greater achievement (Goleman, 1999). It has been stated by many authors that emotional intelligence is about tuning into our emotions, understanding them and being aware of our emotions, managing them or taking appropriate action (Goleman, 1996; Goleman, 1998; Higgs & Dulewicz, 1999; Mayer & Salovey, 1999; Orme, 2001; Mayer, Salovey, Caruso & Sitarenious, 2001).

According to Low and Nelson (2003), the EI system has five steps: Step 1: (Self Assessment: Explore) requires the development of an intentional self-assessment habit, which includes discovering as well as questioning. Step 2: (Self-Awareness: Identify) involves the process of identifying one’s experience as either a thought or a feeling. Being aware of one’s own feelings and inner thoughts and how such feelings would influence others and how others feel (Goleman, 2003; 1996). Step 3: (Self-Knowledge: Understand) involves “insight” and an understanding that allows an individual to make choices about how to behave. Step 4: (Self-Development: Learn) involves learning various ways to improve one’s behavior. Step 5: (Self-Improvement: Apply and Model) requires the individual to apply and model an emotionally intelligent behavior to achieve personal, career, and academic goals.

Goleman (1998) along with Boyatzis et al (1999) state how emotional intelligence consists of the competencies that constitute: self-awareness, self-management, social awareness and relationship management. Such a definition may seem objective, yet it still contains subjective aspects. For instance, referring to ‘being aware of one’s self,’ each person has a different view of what is suitable and what seems right to do and what is wrong or inappropriate to express.

Self-awareness is the capacity to understand one’s emotions, strengths, and weaknesses (Goleman, 2000), tuning into one’s feelings (Hein, 2000b; Orme, 2001) and knowing what one is capable of (Sadler, 1992).

Self-management is the capacity for effectively managing one’s motives and regulating one’s behaviour. Social-awareness implies understanding what others are saying and feeling and why they feel and act as they do.

Relationship Management (previously known as social skills) according to Goleman (2000) and Cherniss & Goleman (2001) requires acting in such a way that one is able to get desired results from others and at the same time reach personal goals.
THE ROLE OF NATIONAL CULTURE

The Gulf States

The Arabic culture, as put forward by Moran & Harris (1982), has a denominator influenced by religion and historical factors, with each aspect of their life depending on one another. It is useful to note here that deep-rooted values and norms are somewhat slow to change. Social values, norms and attitudes are known to change at a pace far slower than technology, a fact that has given rise to the term ‘cultural lag’ (Schein, 1992).

Bahrain

Bahrain has also a culture permeated by Islamic beliefs, traditions, and norms of behaviour (AlHashemi, 1996). It is a culture with tradition where the extended family is powerful enough to reflect themselves both in its institutions and the interpersonal relationships of its members. Taboos still play a role as many actions are dichotomised into the permitted and forbidden, into acceptable and unacceptable. The society in Bahrain, as elsewhere in the Gulf, is formed on the basis of primordial ties, such as family, friends, regional and religious affiliation (Al Ismaily, 2006). The expectations and pressures generated by the broad leadership patterns prevalent in society often force Members of the young generation realize the fact that some of the experience, attitudes and beliefs, which their elders hold, are not always reliable or adequate for them in their effort to shape the future. They feel that the alternatives from which they have to choose are more varied and complex than those, which their elders faced, and realize that they have to learn new ways and develop new guidelines for dealing with them (AlHashemi, 1987).

According to Schein (2004), demands, expectations, and constraints originate from, and are shaped by socio-cultural values, norms and mores, which have roots in a long history of traditions, religion, and popular belief systems. AlHashemi (1996) points out to other pressures from the business and social community including: difficulties in separating business affairs from social or personal life; reputation in the community; the inability to escape the insistence by clients; social visits during working hours at the office and in many cases without appointment; and high expectations for success. Although deep-rooted values still remain, such as personal ties and relationships whether in business or in the society as a whole, it can also be acknowledged that the way of life has changed dramatically over a short period of time (Al Ismaily, 2004).

China & the West

According to Kathleen, Krone & Morgan (2000), the Chinese emotional processes has spiritual characteristics. While emotion and reason tend to be seen as distinct and competing process in the West, they are considered as a continuous process in Chinese culture. Chinese value family and relationships and it influences their thoughts and behaviour in all social organizations including the workplace (Chen, & Chung, 1994). Hofstede & Bond (1998) indicated that in Chinese culture, human life is considered and understood through larger social group. In childhood, the family instills ideals of loyalty and obedience. Through this family unit a child learns to maintain harmony and overcoming their individuality.

IMPORTANT OF THE STUDY

Looking at the levels of emotional intelligence of students is an important indication for an instructor as well as understanding what can be used and applicable from the Emotional intelligence instruments in Bahrain in Specific and the Gulf Region in General. Considerable literature on the concept of emotional intelligence has originated from the West based on research carried out in the context of advanced industrial
economies. Very limited research has been conducted in the field in the Arabian Gulf countries and consequently hardly any literature is available on the subject of leadership and emotional intelligence. This study is an attempt to extend the knowledge base and to fill in some of the gaps in this subject. It is expected that the findings can also provide a foundation for further research in the Gulf area in the field of emotional intelligence. Furthermore, the study will help in revealing cultural issues in using standardised American tests. Hofstede (1980) indicates that theories developed in the West in particular United States do not address cultural differences and are difficult to apply in every culture. This study will explore this issue in relation to the concepts of leadership style and emotional intelligence.

It enables the researcher to do further research and use the instrument to develop classroom environment and thus achieving quality and progress. Carl Rogers (1995 p.18) emphasized the role and importance of emotional intelligence in classrooms, as he indicated that he found understanding their feelings and allowing them to interact with each other is very important for students: "I have found that when I can permit myself to understand the students in my classes and their real feelings, the whole interactional experience becomes much more valuable for them and for me. For myself, this is an extension of what I have already learned in counseling with individuals, that to understand another person's private world of feelings is a mutually rewarding experience."

**STATEMENT OF THE PROBLEM / SCOPE OF STUDY/OBJECTIVES**

Emotional intelligence is a vast topic; various perspectives of EI, variety of research conducted linking EI with different areas in business, education, military and other organizations. This research focuses on public education and more specifically the emotional intelligence levels among students with a look at cultural aspects as an important dimension. The research also aims at examining the correlation between the grades, age and levels of emotional intelligence to investigate the role of IQ and EQ (Emotional Quotient) in grade level and age of participants.

**HYPOTHESIS AND RESEARCH QUESTIONS**

Evidence from many research works (AlHashemi, 1987; Hofstede, 1991; Allsmailey, 2004; AlHashemi, 2006) proved that national culture has an impact on organizations and individuals which leads to the following hypothesis:

**Hypothesis 1: Culture has an impact on EI instruments**

To test out the relationship between the cumulative grades of students and their age, the following hypothesis:

**Hypothesis 2: There is a relationship between the age, and Grade Point Average (GPA) of students**

The research identified the following questions as follows (refer to Fig 1):

1) What are the levels of emotional intelligence of students in the University of Bahrain?
2) Is the WEIS (Wong's Emotional Intelligence Scale) applicable to the culture in Bahrain?
3) Are there factors that need to be added or modified to the WEIS?
4) Is there a relationship between the cumulative grades of students, their ages and the level of EI?
MATERIALS & METHODS

This research used quantitative and qualitative methods through Wong's Emotional Intelligence Scale (WEIS) for measuring emotional intelligence. Wong, Law and Wong (2004) developed a 40-item forced intelligence Scale for Chinese respondents. The scale consists of two parts, the first part contains 20 scenarios and respondents are asked to choose one option that best reflects their most likely reaction for each scenario. The second part of WEIS contains 20 ability pairs and respondents are asked to choose one out of the two types of abilities that best represent their strengths. Wong, Wong & Law (2007) explain that for each ability pair, one is considered as EI-related and the other is related to other intelligence dimensions (Look at Appendix A for details of the 40 items). WEIS was used as is, the questions were not re-phrased or changed for the students, seeing that they had good to excellent levels of English and the questionnaires did not need any translation. Therefore respondents have to evaluate their relative strength between handling emotional issues and other types of ability. Responses to these items according to Wong et al (2004) may be affected by social desirability that concerns the ability to handle emotional issues. Wong et al (2004) showed that WEIS has acceptable reliability, convergence and discriminant validity. They also found that the scale successfully predicted the job satisfaction and sales performance when applied to insurance agents in Hong Kong. Interviews took part randomly with students to look at their opinions and feedback regarding WEIS.

RESULTS, FINDINGS & DISCUSSION

The total respondents and their ages and Grade point average is illustrated in Table1 below. The Median of the scores, age and cumulative grade point average is 2.9. Details of further analysis are presented in the following paragraphs.

Table 1: Summary of Respondents' Profile

<table>
<thead>
<tr>
<th>Total Respondents</th>
<th>Average Age</th>
<th>Total Scores</th>
<th>Average Scores</th>
<th>Minimum Age</th>
<th>Maximum Age</th>
<th>Minimum GPA*</th>
<th>Maximum GPA</th>
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</tr>
</thead>
<tbody>
<tr>
<td>136</td>
<td>21</td>
<td>40</td>
<td>24</td>
<td>19</td>
<td>28</td>
<td>1.97</td>
<td>3.99</td>
<td>2.9</td>
</tr>
</tbody>
</table>

*Grade Point Average is out of 4

To answer the first question: What are the levels of emotional intelligence of students in the University of Bahrain?

Overall the scores were in moderation, reflecting moderate levels of emotional intelligence. The average scores for the first part of the questionnaires (Part A) was 12.46 and the average scores for Part B was 11.33.
Scores were out of 40 in total, 20 marks for each part, and participants' average total was 23.79. One respondent scored the highest score and it was 36 and the lowest scores fell in the range of 11 to 17 (look at Table 2). The highest number of respondents scored 27 and 23 (around 10% of the respondents), followed by scores of 24 and 25. Around 4.4% of the respondents scored between 28 and 31 (refer to Table 1 below and figure 2 for a graphical illustration).

Table 2: Percentage of respondents and their scores

<table>
<thead>
<tr>
<th>Score</th>
<th>% of respondents</th>
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<tbody>
<tr>
<td>36</td>
<td>1</td>
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<tr>
<td>33</td>
<td>2.2</td>
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<tr>
<td>32</td>
<td>2.9</td>
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<tr>
<td>31</td>
<td>4.4</td>
</tr>
<tr>
<td>30</td>
<td>4.4</td>
</tr>
<tr>
<td>29</td>
<td>4.4</td>
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<td>28</td>
<td>4.4</td>
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<tr>
<td>27</td>
<td>10.2</td>
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<td>26</td>
<td>11</td>
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<td>25</td>
<td>7.3</td>
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<tr>
<td>24</td>
<td>8.8</td>
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<tr>
<td>23</td>
<td>9.5</td>
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<tr>
<td>22</td>
<td>7.3</td>
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<tr>
<td>20</td>
<td>3.6</td>
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<tr>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
</tr>
</tbody>
</table>

Fig 2: Percentage of Scores attained

To answer the second research question: **Is the WEIS applicable to the culture in Bahrain?**

Some items were culture bound and were not clearly understood by the participants. Other items needed modification to suite the culture such as perhaps substituting Western names for Arabic names so that participants are able to associate with the culture and sentence. This in turn would not alter the meaning and
When interviewing some of the students they had comments regarding some of the questions and felt that they were somewhat culture sensitive to a small degree. They suggested changing some of the wordings in the questionnaire and not the structure. This proves the validity of the first hypothesis, that culture has an impact on EI instruments to some degree. Overall, the questionnaire is much easier to understand when comparing with other EI measures such as MSCEIT (Mayer, Salovey, Caruso, Emotional Intelligence Test) or the ECI (Emotional Competency Inventory). The author had pilot tested the former questionnaire and found it very difficult to use for students and it took them an hour to fill in, whereas the latter was somewhat long around 35 minutes to complete. The author used the ECI in another research where managers and supervisors were the target participants. With students, the questionnaires have to be more simple and easy to follow and quick to respond. Given the subtle difference, there are however some similarities between the culture in China and Bahrain, in terms of family ties, socializing and relationships.

To answer the third research question: Are there factors that need to be added or modified to the WEIS?

Perhaps some of the names referred to in the questionnaire could be changed to local names and some of the situations indicated could be modified to fit the culture within the Gulf Region especially in Bahrain. Factors such as family visits which is very common in the Middle East can be included and religious events also. Upon interviewing the students they pointed out that the questionnaires were easy and understandable and straightforward, but had a few comments: In one of the questions it asks participants the following: “Today you go to work as usual. After getting off the MTR (Subway), you found out that you lost your wallet.” Since there are no subways in Bahrain, some students could not associate with subways and trains. So perhaps a different alternative or mode of transportation could be used where students within the Gulf countries can for instance associate with. In some questions students found that both A and B are applicable and it was difficult for them to choose one of the choices, therefore, if there was another option where they could choose clearly which would be in between the two choices given in the questionnaire. In another question, the students suggested adding a word that they felt important. The choice was: "Assign less work to her or transfer her to other position with lighter work load," and students suggested adding "after her approval." Subtle changes but would mean that the questionnaires can be applied and used on a larger number of students and even extend it to school students.

To answer the Fourth research question: Is there a relationship between the cumulative grades of students, their ages and the level of EI?

The majority of the respondents’ GPA (60%) was above 2 and 2.5; 3% of the respondents had GPA of below 2 and 34% of the respondents had GPA above 3 and 3.5 (refer to Figure 3 for a graphical illustration on age and GPA). So the selection of the sample size according to their achievements can be considered as good and above average. However the correlation between scores and age was very low .0382 which means there is no relationship and this is in line with Wong et al (2004) research. According to Wong et al (2004), researchers have argued that one’s emotional intelligence should have little relationship with one’s mental intelligence. They refer to the following researchers: Ciarrochi, Chan and Caputi (2000) as well as Pellitteri (1999) that found a low correlation between EI and mental intelligence in their Western colleges’ student samples. Wong et al also refer to Wong & Law (2002) and Wong, Wong & Chau (2002) who found small correlations between EI and mental ability. This further supports this research paper, where lower level intelligence scored higher in some and in others it was vice versa. With few of the participants, the higher level intelligence did score higher in the EI, but it was very few and not an overall concluding results. In examining the relationship between age and GPA, again no relationship was found, correlations was -0.307 (look at Table 3).
Also, the assumption that there is a relationship between age and Grade Point Average (GPA) of students does not hold, as there was very little correlation between them, and is not true for both this study and Wong's study.

Table 3 Correlations: Age, Scores, GPA

<table>
<thead>
<tr>
<th></th>
<th>Correlation</th>
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</thead>
<tbody>
<tr>
<td>Age &amp; Score</td>
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</tr>
<tr>
<td>Age &amp; GPA</td>
<td>-0.32428</td>
</tr>
<tr>
<td>Scores &amp; GPA</td>
<td>-0.0027</td>
</tr>
</tbody>
</table>

RECOMMENDATIONS

Based on the findings, the following are some of the recommendations that can be taken into consideration for future research:

1. Some of the items in Dr Wong's instrument could be modified to fit the culture and understanding of participants in Bahrain and the Gulf Region. Some of the names used can be replaced by local names, so rather than using Mary, this could be replaced by a local name to make it easier for students to associate to their culture. This is not a major change, and will not alter the meanings of the contents in the questionnaire.

2. Apply the instrument to other Gulf countries, to validate the instrument further and to look at the significance of culture and if there are similarities and differences and then the study would have taken the Gulf Region into consideration which would reflect the Middle East.

3. Investigate other sectors and organizations using Dr Wong's instrument ECI and make comparisons. Perhaps the research could be applied to various institutions within Bahrain and the Gulf Region and comparison drawn to look at culture and other aspects.

CONCLUSION

Emotional intelligence is seen as valuable and a must in organizations today, whether profit or non-profit and regardless of its nature. More specifically, Emotional intelligence has proven to be vital in schools and universities where it promotes better learning and teaching environment. The purpose of the research was to
investigate the instrument used in China developed by Dr Wong and its applicability and validity in Bahrain and the Gulf Region. The total number of participants that took part were 136 students and their average age was 21. The study proved the applicability of the instrument with minor cultural variations which can be slightly modified without changing the structure of the questionnaire. Emotional intelligence levels among students was moderate, and the results revealed no relationship between emotional intelligence, academic achievement and age which means that emotional intelligence is based on personality factors and abilities rather than IQ. Age has no significance in terms of academic achievement or scores of students. However, culture proved to play a role in setting up EI instruments where some of the items are culture bound and needs to be slightly modified to accommodate the culture in the Gulf Region and to get more accurate results.

LIMITATIONS OF THE STUDY

This is the first study of its kind to be conducted in Bahrain and the Gulf region. The author proposes that future studies to extend this work could pursue a range of issues. Firstly, a new study might incorporate the analysis of organisational climate factors by using the Organisational Climate Survey Questionnaire (OCS) which measures climate variables such as: Flexibility, Responsibility, Standards, Rewards, Clarity and Commitment. This could be investigated in the five organisations under study to look into specific climate variables and compare it with Goleman’s (2000) study that investigated leadership styles and climate variables.

Secondly, applying various emotional intelligence instruments to other sectors and educational institution and making comparisons with this study to look at its effect on managers before and after implementation. Another suggestion would be to investigate other models of measuring emotional intelligence such as the MSCEIT (Mayer, Salovey, Caruso Emotional Intelligence Test), and ECI (Emotional Competency Inventory) to investigate its applicability as a standardised tool in Bahrain. Comparisons can be made with the results of this study and further conclusions drawn that would benefit organisations and other researchers. The study could include other organisations in Bahrain to further explore the concept of emotional intelligence and validate Western studies conducted in other settings.

Last but not least, investigating gender and emotional intelligence by looking at the differences in gender in terms of emotional competencies and leadership styles, using the ECI and MSI in organisations that have a higher percentage of female managers. It should be also of great interest to duplicate, to the extent possible, this study in other Gulf States to observe patterns of congruence or variance. Equally inviting is the prospect of extending the study in the form of a more ambitious research project focusing on the cross-cultural applicability of leadership and emotional theories.

REFERENCES

[1] Bradberry, Travis & Greaves, Jean (2009). Emotional Intelligence 2.0, California, USA.
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## APPENDIX A

The Selected 40 Forced Choice Items developed by Wong

### Part I. Reactions to Various Scenarios

For each of the following 20 situations, there are two possible reactions. Please circle the alphabet of the action (i.e., either A or B) that you will have a greater chance of taking.

1. **(1) When you are very down, you will:**
   A. Try to do something to make yourself feel better.
   B. Just ignore it because you know your emotion will be back to normal naturally.

2. **(2) When you are upset, you will:**
   A. Talk to someone who is close to you about your feeling.
   B. Concentrate on some matters (e.g., work, study, or hobby) so that you can get away from your bad feelings.

3. **(3) Your supervisor assigns a task that is not included in your job responsibility and you do not have any interest in doing it. You will:**
   A. Persuade yourself that the task is not that bad and perform the task.
   B. Tell your boss that you don’t like the task and ask him to find some other suitable person to do the task.

4. **(4) Johnny was working in Hotline Department and his job was to handle complaint and answered customer enquiry. However, he found another job in a hotel, serving walking customers. He again found that he was sick and tired in handling unreasonable customers. If you were Johnny, you will:**
   A. Try to get more training and education in customer service skills.
   B. Talk to some experienced people in customer service and seek their advice.

5. **(5) Two managers in your company were hostile and very competitive with each other. You were the head of a department. You will:**
   A. Pretend that you do not know about the competition between the two managers because politics is always unavoidable. You will let them fight and follow the finalized rules and regulations.
   B. Try your best to make the rules and regulations clearer so that your department can function normally.

6. **(6) When a friend comes to you because s/he is not happy, you will:**
   A. Share his/her feeling.
   B. Takes him/her to do something s/he likes.

7. **(7) When someone keeps on arguing with you on some unimportant topics, you will:**
   A. Do not respond to him/her and wait for him/her to stop.
   B. Pretend to agree with his/her views and switch the discussion to other topics.

8. **(8) Your friend has a rough relationship with his/her boy/girl friend because your friend has a bad temper. When your friend talks to you about the rough relationship, you will:**
   A. Pretend to agree with him/her that his/her boy/girl friend is not good enough.
   B. Point out that it is your friend’s own fault and hope that s/he will improve.

9. **(9) Joyce is the only daughter of her parents. She is very close to her parents and is a very responsible person. Her job performance is excellent and colleagues like her. Recently her mother had a very serious traffic accident and is in coma. Although Joyce worries a lot, she does not take her leave and tries to do her best at work. If you were Joyce’s supervisor, you will:**
   A. Let her come to work as usual because she can have her work to distract her worries.
   B. Assign less work to her so that she can go to the hospital in a more flexible way.

10. **(10) One of your subordinates has just come back to work after giving birth to her first baby girl for one month. You know that her baby girl’s health condition is not very good. Thus, you found out that in this month she had been making careless mistakes and took sick leave frequently. She had good performance before the baby was born. However, you are certainly not satisfied with her performance in this month. You will:**
    A. Tell her directly that you did not satisfy with her work and discussed with her how she could improve the situation.
    B. Assign less work to her or transfer her to other position with lighter work load.

11. **(11) Suppose you get an important award, you will:**
    A. Tell everyone and share your happiness with them.
    B. Tell and celebrate only with your family and closest friends.

12. **(12) When you have to do something you don’t like, you will:**
    A. Try to find some interesting stuff from it.
    B. Try to finish it as soon as possible and forget about it.

13. **(13) Your boy/girl friend is a fan of a particular pop music star. You spend two hours to buy two tickets for this star’s concert. You meet you at 7:30 p.m. After one hour s/he did not show up.**
You therefore went to the concert yourself. After the concert, you found your boy/girl friend. Before you said anything, s/he kept seriously. You will:
A. Let him/her continue. After s/he finished, tell him/her that you have already waited for him/her for one hour.
B. Stop him/her immediately. Tell him/her that s/he should consider his/her lateness before scolding others.

(14) Today you go to work as usual. After getting off the MTR, you found out that you lost your wallet. Soon after arriving the office, your boss complained about your work. When you started to work, your computer was broken. It is clear that unlucky for you and you are not happy about it. You will:
A. Never mind, try to find another computer to start your work.
B. Stop him/her immediately. Tell him/her that s/he should consider his/her lateness before scolding others.

(15) Your colleague, Peter, is a very smart person and seems to know a lot. He is able to respond effectively and sensitively toward those in high positions. Your boss asked you to work with him in a project. Peter has many flashing ideas but he leaves you to handle donkey tasks. You will:
A. Discuss with Peter and insist to share your tasks with him.
B. Tell your boss about the situation and see if s/he can offer any advice and/or help.

(16) When you face problems regarding your career or study, you will:
A. Talk to your friends to seek advice.
B. Handle the problem yourself because everyone should deal with his/her own life.

(17) You have very little chance to get the offer of a job which you like very much. You will:
A. Still apply for this job and try to prepare well for it.
B. Concentrate your efforts on jobs that you have better chances to get offer.

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(18) One day, you represent your company to welcome two important investors from Russia. According to Russian custom, people will kiss each other the first time they meet. However, you feel very uncomfortable to kiss unknown people, especially for those with the same gender as yours. You will:
A. Take the initiative to shake hands immediately when they appear to avoid the kissing.
B. Kiss them to show your respect.

(19) One Sunday in summer, you and your boy/girl friend drove to the beach to enjoy the sunshine. On the way you had a minor accident. The door of your car was damaged and it would cost some money to repair it. You will:
A. Drive the car to a familiar mechanic and take the bus to the beach.
B. Go to the beach as planned and fix the car later.

(20) You have an important examination tomorrow and you are studying hard in your room. Your family is watching a television program that you like very much as well. Since your house is small and so the noise of the television annoys you. You will:
A. Ask your family to turn off the television but videotape the program so that you and your family can watch it together tomorrow after your examination.
B. Although a little bit uncomfortable, you put a headphone on (to reduce the noise) so that you can concentrate on your study.

Part II: Relative Strength of Abilities

The following are 20 pairs of abilities. In each pair, please judge which ability is stronger for you. Then circle the alphabet (i.e., either (a) or (b) that represents this ability. (note: you may be strong or weak on both abilities. However, what you need to choose is the relatively stronger one)

Ability concerning:
1 (a) Comprehend the reasons of being happy or unhappy
   (b) learn how to repair a new electric appliance
2 (a) mental arithmetic (b) control one’s emotions
3 (a) learn how to sing a new song (b) concentrate on achieving one’s goal
4 (a) understand others’ true feelings by observing their behaviors
   (b) tolerate physical pain when compared to others
5 (a) Comprehend one’s changes in emotions (b) earn how to dance some new steps
6 (a) run faster than others (b) calm down faster than others from angry feeling
7 (a) encourage oneself to work hard in unfavorable situations
   (b) learn how to draw or paint
8 (a) observe details of things (b) observe others’ emotions
9 (a) having a better ability in sport activities than
other people
(b) having a better ability in understanding one’s own
feeling than other people
10 (a) use mechanical instruments (b) control one’s temper
11 (a) Comprehend the rhythm of a song (b) set objectives and work hard towards them
12 (a) understand others’ emotions from their
behaviors and language
(b) having better physical endurance than other people
13 (a) physically more energetic than others (b) understand one’s emotions better than others
14 (a) memorize new phone numbers quickly (b) not losing temper when angry
15 (a) motivate oneself to face failure (a)
positively
(b) learn to create an artistic object (e.g., china,
painting)
16 (a) Comprehend the rationale of complicated
problems
(b) understand others’ emotions
17 (a) evaluate one’s own bad emotions (b) evaluate others’ singing abilities
18 (a) keep emotionally calm when facing
disguised people or situations
(b) memorize strangers’ names
19 (a) encourage oneself to do the best (b) learn a new sport activities (e.g., soccer)
20 (a) Comprehend others’ emotions quickly and
accurately
(b) appreciate the creativity of a movie or a drama

References