Comparison of emotional intelligence in American and Turkish university students

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ABSTRACT

Emotional intelligence (EI) has been defined by Daniel Goleman and other researchers as the ability to work with others and effectiveness in leading change. The current study compares EI of sophomore students studying business administration in American and Turkish universities, utilizing the Wong and Law Emotional Intelligence Scale. This scale measures four dimensions of EI: (1) the ability to recognize, appraise, and express emotion in oneself, (2) the ability to recognize and appraise emotion in others, (3) the capacity to regulate emotion in oneself, and (4) the use of emotion to facilitate performance. The unexpected results of the study were that American students in this sample had higher EI than a comparable sample of Turkish students. A possible explanation of the results was in terms of different university entrance requirements in the two countries. Further research comparing EI in both these and other countries is highly recommended.

Key words: America, Turkey, emotional intelligence, business administration, university students

INTRODUCTION

Goleman, (1998) defined a different way of being smart, labeled Emotional Intelligence, that is different from, but complementary to, academic intelligence. Research has focused on a set of emotional competencies versus cognitive ones, such as self-confidence, initiative, and teamwork that make a significant difference in the performance of individuals.. These competencies represent what is called emotional intelligence and are predictive of superior performance in work roles. Many of these attributes, often termed 'soft skills', have been measured and directly correlated with star performers.

The author points to the workplace application of emotional intelligence skills as the missing priority for success in managing human resources (1998). *The Emotionally Intelligent Workplace,* by Cherniss and Goleman (2001) shows specifically how organizations can enhance the social and emotional competencies of workers, using one or more of the four dimensions of emotional intelligence: self-monitoring, self-management, social awareness, and social skills.

Coined specifically by Salovey and Mayer (1990), the expression *emotional intelligence* (EI) describes the combined abilities to know and work productively with one's own emotions, recognize emotions in others, and adapt to changing circumstances in a positive way. Features of the EI prototype are individuals that :

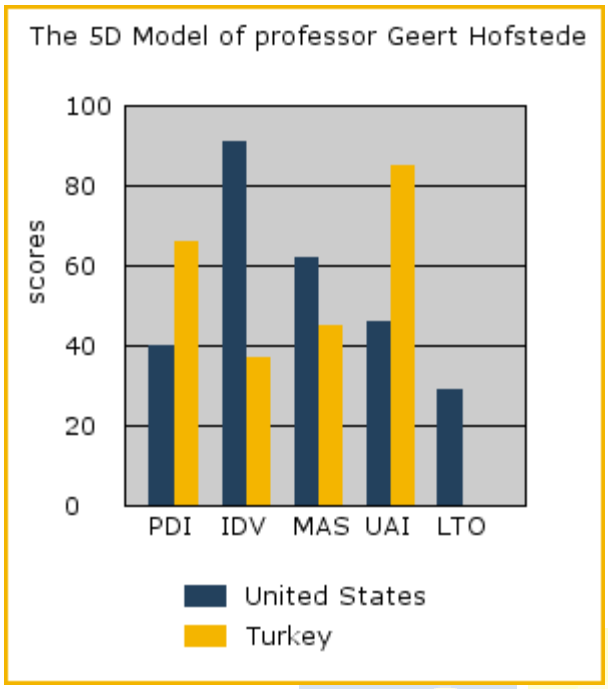
1. are able to manage emotions better than others,
2. are more open and agreeable than others,
3. can solve emotional problems with less cognitive effort, and
4. are less apt to engage in problem behaviors. (Mayer, Salovey & Caruso, 2004, p. 210)

Unlike IQ, which is relatively fixed and unchanging throughout life, emotional intelligence can be learned throughout life with virtually open-ended potential (Guss, 2005). This paper surveys American and Turkish university students, to gauge their level of emotional intelligence, using Wong and Law's (2002) questionnaire. If emotional intelligence can be one of the predictors of workplace performance, this study will help uncover these tendencies in university students, prior to entrance into the workplace, while comparing two distinct cultures in America and Turkey.

CULTURE

Individuals around the globe vary in many different aspects, including the way they think, act, respond, etc. Cultural differences and national cultures were analyzed by Geert Hofstede. These ideas were first based on a large research project into national culture differences across subsidiaries of a multinational corporation (IBM) in 64 countries encompassing 100,000 people. Subsequent studies by others covered students in 23 countries, elites in 19 countries, commercial airline pilots in 23 countries, up-market consumers in 15 countries, and civil service managers in 14 countries. Together these studies identified and validated four independent dimensions of national culture differences, with a fifth dimension added later. The fifth dimension, Long-Term Orientation, does not include Turkey, since Hofstede only applied this dimension to 23 countries.

According to Geert Hofstede's (2004) cultural dimensions, America and Turkey vary according to the dimensions as follows:



Hofstede's cultural dimensions (Source - ITIM International Home Page)

- **Power Distance Index (PDI)** focuses on the degree of equality, or inequality, between people in the country's society. A **High Power Distance** ranking indicates that inequalities of power and wealth have been allowed to grow within the society. Turkey shows a high power distance according to the chart.
- **Individualism (IDV)** focuses on the degree the society reinforces individual, or collective, achievement and interpersonal relationships. A **High Individualism** ranking indicates that individuality and individual rights are paramount within the society, as depicted by the US bar graph.
- **Masculinity (MAS)** focuses on the degree the society reinforces, or does not reinforce, the traditional masculine work role model of male achievement, control, and power. A **High Masculinity** ranking indicates the country experiences a high degree of gender differentiation, which is more true of the US.
- **Uncertainty Avoidance Index (UAI)** focuses on the level of tolerance for uncertainty and ambiguity within the society - i.e. unstructured situations. A **High Uncertainty Avoidance** ranking, like Turkey's, indicates the country has a low tolerance for uncertainty and ambiguity. This creates a rule-oriented society that institutes laws, rules, regulations, and controls in order to reduce the amount of uncertainty.
- **Long-Term Orientation (LTO)** focuses on the degree the society embraces, or does not embrace, long-term devotion to traditional, forward thinking values. **High Long-Term Orientation** ranking indicates the country prescribes to the values of long-term commitments and respect for tradition. This is thought to support a strong work ethic where long-term rewards are expected as a result of today's hard work.

In addition to Hofstede's work on multi-cultural attributes, other researchers have focused on theories of intelligence and global differences. Howard Gardner, a Harvard psychologist, was an initial theorist on intelligence who believed that intelligence was a complex model that

included more than IQ. In his multiple intelligences model, Gardner (1983) argued against a one-dimensional perspective and in fact, identified intrapersonal and interpersonal intelligence. In a global study of two countries, Britain and Turkey, that are geographically dispersed in Europe, by Furnham, Arteche, Chamorro-Premuzic, Askin and Swami, (2009), the researchers examined cross-cultural differences in beliefs about intelligence and self- and other-estimated intelligence. This study included 172 British and 272 Turkish students who completed a three-part questionnaire where they estimated their parents', partners' and own multiple intelligences, according to Gardner. They also completed a measure of the 'big five' personality scales and rated six questions about intelligence. The British sample had more experience with IQ tests than the Turks. The majority of participants in both groups did not believe in sex differences in intelligence, but did think there were race differences. They also believed that intelligence was primarily inherited. Participants rated their social and emotional intelligence highly.

Capitalizing on differences can be an asset instead of an obstacle. Understanding the various dimensions can help explain behaviors for individuals to work together more cohesively and effectively.

GENDER

Most research has shown that emotional intelligence is not higher in one gender versus the other, but rather varies based on attributes. According to Goleman (1998) women, particularly in cultures like the United States, have more practice at some interpersonal skills, where girls are raised to be more attuned to their feelings (p. 322). Also, women tend to be more empathic - specifically in western cultures - having the same feeling as another person and being better at detecting another person's feelings. Empathy is depicted as coming from your heart and not your head. Men, however, may have as much latent ability for empathy, but choose not to display it as it may be deemed a sign of weakness (p. 323). However, a male senior at the University of Nebraska-Lincoln stated," empathy allows a leader to understand the lives of those s/he are leading" (Shankman and Allen, 2008, p. 77).

One contrasting example is in the research conducted by Brackett, Mayer and Warner (2004), where the results indicated that women scored significantly higher in EI than men. Lower EI in males, principally the inability to perceive emotions and to use emotion to facilitate thought, was associated with negative outcomes, including illegal drug and alcohol use, deviant behavior, and poor relations with friends.

In general, "men with the traits that mark emotional intelligence are poised and outgoing, committed to people and causes, sympathetic and caring, with a rich but appropriate emotional life – they're comfortable with themselves, others, and the social universe they live in" (Goleman, 1998).

PERFORMANCE

"Emotions are contagious , especially from leaders" (Goleman, Boyatzis and McKee, 2002). The leaders' first tasks are equivalent to good hygiene - getting their own emotions in hand" (pp. 46-47). Leaders must manage their own emotions before they can effectively manage emotions in anyone else. Self-management allows transparency, which is an organizational strength and a personal virtue. Social awareness, like empathy, can also drive resonance, and is a critical skill for working with diverse people and in multi-cultural

environments (p.50) An optimistic leader, who stays cool under pressure, can influence an entire organization. "When optimism is streaming through an organization, there is no end to the possibilities that could be accomplished. There is thought, creativity, relaxation and most of all, fun" (male sophomore at Michigan Technological University, quoted by Shankman and Allen, 2005, p. 63).

Individual work performance can also be enhanced by certain aspects of emotional intelligence. Studies on financial analysts, customer service employees, etc. all rated EI as an important metric in job satisfaction, job performance and even stress reduction (Cage, Daus and Saul, 2005). EI also seems to be a critical component in the success of work teams. Lopes, Salovey, Cote and Beers (2005) discovered that students working in small teams during a 10-week project that were better able to manage emotions, were more satisfied with other members, had better team communication and also reported more social support.

A study by Song, Huang, Peng and Law (2010) analyzed whether emotional intelligence (EI) had incremental validity over and above traditional intelligence dimensions. They proposed that EI and general mental abilities (GMA) differ in predicting academic performance and the quality of social interactions among college students. Using two college student samples, they found support that EI and GMA both had a unique power to predict academic performance, and that GMA is the stronger predictor. However, the results also show that EI, but not GMA, is related to the quality of social interactions with peers.

Universities are looking for new predictors of student retention and graduation. Based on the findings of a study by Sparkman (2009), emotional intelligence is a predictor of student retention and performance over time at universities. A survey of 783 traditional college students was conducted using the Bar-On EQ-i:125 scale prior to initial enrollment for the fall semester of 2002 at a university in the southeastern United States. At the conclusion of spring semester 2007, data was collected which included enrollment status, graduation status, and cumulative college grade point average. Relationships among the 15 subscales of emotional intelligence, as defined by the Bar-On EQ-i:125, suggested that there was a statistically significant correlation between (1) Empathy, Social Responsibility, Flexibility, and Impulse Control, and (2) enrollment and graduation status. Social Responsibility was found to be the strongest positive predictor of graduation, followed by Impulse Control and Empathy.

College students were assessed by Goldman, Kraemer and Salovey (1996) according to the Trait Meta-Mood Scale, which includes an index on one's belief about being able to regulate feelings as well as measures of stress and physical symptoms. As stress increased, those who weren't able to regulate their feelings were more likely to visit the health center, pointing to emotional intelligence and its relevance to physical health.

FUTURE

In a (2008) study, Groves, McEnrue and Shen affirmed Goleman's earlier contention that emotional intelligence can be improved versus the fixed nature of IQ. Training in this field is in its infancy, but there is reason to believe that some emotional abilities can be developed. With the potential to continously learn and develop, EI qualities can be a tool to be honed and applied throughout life.

CURRENT STUDY

In the current study, the Wong and Law Emotional Intelligence Scale was administered to 128 sophomore business students, 66 in the United States and 62 in Turkey. This instrument measures four aspects of emotional intelligence:
SEA -- the ability to recognize, appraise, and express emotion in oneself
OEA -- the ability to recognize and appraise emotion in others
UOE -- the use of emotion to facilitate performance
ROE -- the capacity to regulate emotion in oneself
The total of above four subscales yields an overall score on emotional intelligence.

Gender as well as nationality was included in the analysis. There were slightly more men than women in both Turkish and American samples (35 males and 27 females in Turkey, 41 males and 25 females in the U.S.).

RESULTS

Table 1 summarizes the results for each of the following:
SEA -- the ability to recognize, appraise, and express emotion in oneself
OEA -- the ability to recognize and appraise emotion in others
UOE -- the use of emotion to facilitate performance
ROE -- the capacity to regulate emotion in oneself
TOTAL EI -- (SEA+OEA+UOE+ROE). For each of the above, the data is first summarized in a 2 x 2 matrix, the vertical dimension representing nationality (Turkish vs. American), and the horizontal dimension representing gender (male vs. female). Then a 2 x 2 analysis of variance, examining the effects of nationality and gender on each of the five scores, is summarized. Probability levels below the .05 level are considered statistically significant.

OEA and ROE

On OEA and ROE subscales, there was no statistically significant effect (at the .05 level) for nationality, gender, or the gender x nationality interaction.

SEA

On the SEA subscale, there were significant effects of both nationality and gender (but not the interaction between them). Americans scored higher than Turks (23.2879 vs. 21.7903) and men higher than women ((23.0658 vs. 21.8269).

Possible explanations of the SEA results are as follows:
(1) Geert Hofstede's cultural dimension of individualism/collectivism might explain the nationality difference. When we compare the US to Turkey in terms of individualism vs. collectivism, the US is higher in individualism and Turkey is higher in collectivism. Collectivism brings about such characteristics as conformity and maintaining the status quo. The idea of "self" is not emphasized in Turkey, as it is in the US. This may be why the Americans are better at analyzing their own emotions, since they are more likely to believe that their own emotions and feelings are important. As Turkey favors conformity, the Turkish students may not be

encouraged to analyze their own feelings and emotions.
(2) Male assertiveness might explain the gender difference. Assertive individuals may be expected to express their emotions more effectively than those who are less assertive. Thus, male assertiveness may add to their SEA score. It should be noted, however, that the ROE subscale did not seem to be affected by gender. Male assertiveness may help them to express their own emotions, but it will not help them in regulating that emotion.

UOE

On the UOE subscale, there were significant effects of nationality and the interaction between nationality and gender. Overall, Americans scored higher than Turks (23.1364 vs. 20.2097). However, while American males scored higher than American females (23.561 vs. 22.44), Turkish females scored higher than Turkish males (21.4815 vs. 19.2286).

Possible explanations of the UOE results are as follows:
(1) According to Geert Hofstede's cultural dimensions, when we compare the US to Turkey in terms of masculinity vs. femininity, the US is higher in masculinity and Turkey is higher in femininity. UOE focuses on setting goals and being achievement oriented, which are closely related to masculine societies such as the US. Turkey is more of a feminine country, and thus may be expected to score lower on UOE.
(2) The masculine/feminine distinction may also help to explain the nationality/gender interaction. Emotions may facilitate performance more when gender (male vs. female) "matches" national values (masculine vs. feminine). Thus males may be expected to have higher UOE scores in a country with more masculine values (such as the USA), while females may have higher UOE scores in a country with more feminine values (such as Turkey).

Total EI

On total EI, the only significant effect was nationality, with Americans scoring higher than Turks (87.3333 vs. 82.629).

Of course, the previous explanations of the effect of Turkish vs. American differences on SEA and UOE subscales would help to explain nationality's impact on total EI scores as well. An additional explanation may be that American universities accept students on the basis of their academic and social achievements (IQ and EQ matter). To enter a university in Turkey, academic achievement in high school and university entrance exam are necessary conditions (IQ matters). Thus, the students of a major Turkish university have to be high on the basis of IQ but not necessarily EQ.

CONCLUSION AND LIMITATIONS

In conclusion, the present research suggests that American university students score higher than Turkish students in EI, as measured by the Wong and Law Emotional Intelligence Scale. This difference can be attributed to higher ability to recognize, appraise, and express emotion in oneself (SEA) and to use emotion to facilitate performance (UOE). The greater stress on university entrance exams inTurkey, that reflect IQ but not EQ, may also be a factor.

There are some limitations of the present research, however, that should be addressed in future studies comparing the emotional intelligence of Turkish, American, and other, university

students:

1. The sample of the present study was limited to sophomore business majors of two universities. Other studies may expand the sample to include more students with more diverse backgrounds.
2. The students in this study completed a self-report instrument in English. In this context, American students may have felt more confident than their Turkish counterparts in expressing themselves. Could this confidence have positively affected their EI scores? In other words, it is possible that a Turkish student who is struggling to express him/herself on a questionnaire feels less capable than a native English speaker in expressing his or her emotions in general. Administering a Turkish translation of the Wong and Law scale, or using an EI measure that is not based on self-report, could control for this possibility.

For several reasons, further cross-cultural comparisons of EI are warranted:

1. The overall impact of emotional intelligence on success may vary across cultures.
2. The different EI subscales may carry different weights for success across cultures.
3. Variations among cultures make the development of emotional intelligence both more necessary and more complex. For example, expatriates need the ability to recognize and appraise emotion in others even more than workers who remain in their home country, but this ability will be more difficult while working in the other country.

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Table 1
DATA AND ANOVA SUMMARIES

SEA Summary Data	Within each box: Item 1 = N Item 2 = ΣX Item 3 = Mean Item 4 = ΣX^2 Item 5 = Variance Item 6 = Std. Dev. Item 7 = Std. Err.				
	TURK	**AMER**			**Tot.**
MALE	35 774 22.1143 17422 8.99 3 0.51	41 979 23.878 23539 4.06 2.01 0.31	---	---	76 1753 23.0658 40961 7.02 2.65 0.3
FEM	27 577 21.3704 12659 12.63 3.55 0.68	25 558 22.32 12712 10.73 3.28 0.66	---	---	52 1135 21.8269 25371 11.71 3.42 0.47
Tot.	62 1351 21.7903 30081 10.53 3.24 0.41	66 1537 23.2879 36251 7.04 2.65 0.33	---	---	128 2888 22.5625 66332 9.22 3.04 0.27

SEA ANOVA Summary					
Source	**SS**	**df**	**MS**	**F**	**P**
GENDER	47.39	1	47.39	5.58	0.0197
NATIONALITY	71.7	1	71.7	8.44	0.0043
GENDxNATNL	0	1	0	0	1
Error	1053.67	124	8.5		
Total	1171.5	127			

OEA Summary Data

Within each box:
Item 1 = N Item 2 = ΣX Item 3 = Mean
Item 4 = ΣX^2 Item 5 = Variance
Item 6 = Std. Dev. Item 7 = Std. Err.

	TURK	**AMER**			**Tot.**
MALE	35 758 21.6571 16972 16.35 4.04 0.68	41 882 21.5122 19222 6.21 2.49 0.39			76 1640 21.5789 36194 10.73 3.28 0.38
FEM	27 573 21.2222 12481 12.33 3.51 0.68	25 524 20.96 11210 9.46 3.08 0.62			52 1097 21.0962 23691 10.76 3.28 0.45
Tot.	62 1331 21.4677 29453 14.42 3.8 0.48	66 1406 21.303 30432 7.38 2.72 0.33			128 2737 21.3828 59885 10.71 3.27 0.29

OEA ANOVA Summary					
Source	**SS**	**df**	**MS**	**F**	**P**
GENDER	7.2	1	7.2	0.66	0.4181
NATIONALITY	0.87	1	0.87	0.08	0.7778
GENDxNATNL	0.41	1	0.41	0.04	0.8418
Error	1351.76	124	10.9		
Total	1360.24	127			

UOE Summary Data	Within each box: Item 1 = N Item 2 = ΣX Item 3 = Mean Item 4 = ΣX^2 Item 5 = Variance Item 6 = Std. Dev. Item 7 = Std. Err.				
	TURK	**AMER**			**Tot.**
MALE	35 673 19.2286 13551 17.95 4.24 0.72	41 966 23.561 23136 9.4 3.07 0.48	---	---	76 1639 21.5658 36687 17.88 4.23 0.48
FEM	27 580 21.4815 12776 12.18 3.49 0.67	25 561 22.44 12847 10.76 3.28 0.66	---	---	52 1141 21.9423 25623 11.51 3.39 0.47
Tot.	62 1253 20.2097 26327 16.46 4.06 0.52	66 1527 23.1364 35983 10.06 3.17 0.39	---	---	128 2780 21.7188 62310 15.21 3.9 0.34

UOE ANOVA Summary					
Source	**SS**	**df**	**MS**	**F**	**P**
GENDER	4.38	1	4.38	0.35	0.5552
NATIONALITY	273.83	1	273.83	21.75	<.0001
GENDxNATNL	92.49	1	92.49	7.35	0.0077
Error	1561.17	124	12.59		
Total	1931.88	127			

ROE Summary Data	Within each box: Item 1 = N Item 2 = ΣX Item 3 = Mean Item 4 = ΣX^2 Item 5 = Variance Item 6 = Std. Dev. Item 7 = Std. Err.				
	TURK	**AMER**			**Tot.**
MALE	35 678 19.3714 13752 18.18 4.26 0.72	41 831 20.2683 17641 19.95 4.47 0.7	---	---	76 1509 19.8553 31393 19.09 4.37 0.5
FEM	27 510 18.8889 9966 12.79 3.58 0.69	25 463 18.52 9017 18.43 4.29 0.86	---	---	52 973 18.7115 18983 15.23 3.9 0.54
Tot.	62 1188 19.1613 23718 15.65 3.96 0.5	66 1294 19.6061 26658 19.81 4.45 0.55	---	---	128 2482 19.3906 50376 17.7 4.21 0.37

ROE ANOVA Summary					
Source	**SS**	**df**	**MS**	**F**	**P**
GENDER	40.39	1	40.39	2.29	0.1328
NATIONALITY	6.32	1	6.32	0.36	0.5496
GENDxNATNL	10.63	1	10.63	0.6	0.4401
Error	2191.13	124	17.67		
Total	2248.47	127			

TOTAL EI Summary Data		Within each box: Item 1 = N Item 2 = ΣX Item 3 = Mean Item 4 = ΣX^2 Item 5 = Variance Item 6 = Std. Dev. Item 7 = Std. Err.			
	TURK	**AMER**			**Tot.**
MALE	35 2883 82.3714 240037 75.3 8.68 1.47	41 3658 89.2195 328838 61.83 7.86 1.23			76 6541 86.0658 568875 78.92 8.88 1.02
FEM	27 2240 82.963 187312 56.73 7.53 1.45	25 2106 84.24 178686 53.19 7.29 1.46			52 4346 83.5769 365998 54.37 7.37 1.02
Tot.	62 5123 82.629 427349 66.24 8.14 1.03	66 5764 87.3333 507524 63.61 7.98 0.98			128 10887 85.0547 934873 69.94 8.36 0.74

Total EI ANOVA Summary					
Source	**SS**	**df**	**MS**	**F**	**P**
GENDER	191.25	1	191.25	3.05	0.0832
NATIONALITY	707.48	1	707.48	11.27	0.001
GENDxNATNL	199.17	1	199.17	3.17	0.0775
Error	7784.72	124	62.78		
Total	8882.62	127			