The effects of emotional intelligence, age, work experience, and academic performance

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ABSTRACT

In recent years, emotional intelligence (EI) has been a popular topic of debate in the field of management. It has been praised as a successful predictor of job performance and leadership ability. Authors have also claimed that emotional intelligence predicts success at school. However, little empirical research has been conducted to test this assertion. In this study, the relationship between emotional intelligence, as measured by the Trait Emotional Intelligence Questionnaire Short Form (TEIQue SF) and academic performance were examined in a sample of undergraduate business students (N=193). Emotional intelligence was found to be positively associated with work experience. Despite this finding, emotional intelligence was not significantly associated with age. Global trait emotional intelligence was not significantly associated with academic achievement, however, students in the mid-range GPA had a significantly higher mean "well-being" factor score than students in the lower and higher-range GPA. Implications and recommendations for developing emotional intelligence in students are discussed.

Keywords: trait emotional intelligence, academic performance, age, work experience

INTRODUCTION

Academic articles exploring the concept of emotional intelligence began to appear in the early 1990s. Little was known about the concept in the general public or academia until it was popularized in 1995 by Daniel Goleman's book, *Emotional Intelligence: Why it can matter more the IQ*. The book captured the attention of the general public, media, and researchers by claiming that emotional intelligence can be "as powerful, and at times more powerful, than IQ" in predicting how successful one is in life (Goleman, 1995, p. 34).

Goleman (1998) asserts that emotional intelligence, not IQ, predicts workplace success and who transpires as a leader. In a study of Harvard graduates in the fields of law, medicine, teaching, and business, scores on entrance exams had zero or negative correlation with their eventual career success (Goleman, 1998). In *Working with Emotional Intelligence,* Goleman quoted Lyle Spencer Jr., president of Spencer Research & Technology and co-founder of Competency International, as saying:

> What you learned in school distinguishes superior performers in only a handful of the five or six hundred jobs for which we've done competence studies. It's just a threshold competence; you need it to get in the field, but it does not make you a star. It's the emotional intelligence abilities that matter more for superior performance (1998, p. 19).

A multitude of studies suggest that EI is a strong predictor of job performance. In a study that examined workers in a cigarette factory in China, EI was found to predict employee performance (Law, Wong, & Song, 2004). Another study found that partners in a multinational consulting firm who scored higher than the median on an EI measure produced $1.2 million more in business than the other partners did (Cherniss).

Greenstein (2001) conducted a study that looked at the successes and failures of eleven American presidents. They were assessed on six qualities: organization, communication, vision, political skill, cognitive style, and emotional intelligence. The results showed that emotional intelligence was the key quality that distinguished the successful (e.g., Roosevelt) from the unsuccessful (e.g., Carter). In a study by Elfenbein and Ambady (2002), the ability to perceive emotions in others' facial expressions and pick up subtle signals about people's emotions predicted peer ratings of how valuable these people were to their organization. Lastly, a neta-analysis of 59 studies by Van Rooy and Viswesvaran (2004) found that emotional intelligence correlated moderately with job performance.

In addition, research suggests that emotional intelligence abilities lead to superior performance even in the most intellectual careers. In a study begun in the 1950s at the University of California at Berkeley, eighty Ph.D. students in science completed a series of IQ tests, personality tests, and extensive interviews with psychologists who assessed them on such qualities as emotional balance and maturity, integrity, and interpersonal effectiveness (Goleman, 1998). Forty years later, a follow-up study was conducted using the same former students. Each person's career success was evaluated by resumes, evaluations by experts in their respective field, and sources such as *American Men and Women of Science*. "The result: Emotional intelligence abilities were four times more important than IQ in determining professional success and prestige—even for these scientists" (Goleman, 1998, p. 45).

While some research has found emotional intelligence is positively correlated with academic performance the results have been mixed. In addition, it has been suggested that

emotional intelligence can increase as experience increases for a "maturity" effect (Goleman, 1995). The primary purpose of the research is to empirically examine emotional intelligence as it relates to work experience and academic performance. First, we define emotional intelligence and briefly review Trait EI versus Ability EI. Then, literature relating to emotional intelligence to work experience and academic performance is reviewed for the development of our hypotheses. After reporting the results of our study, our paper concludes with a discussion of the implications of this research and directions for future research.

Definition of Emotional Intelligence

Critics of emotional intelligence claim that it is too vague a concept, it cannot be measured, and the validity of it is suspect (Robbins & Judge, 2009). Some researchers argue that the concept of EI is unclear and achieving a definition of it is very difficult because different researchers focus on different skills. One researcher may focus on self-control, while another may study empathy. Some critics question whether EI can be properly measured. They argue that if EI is in fact a form of intelligence, then EI tests must have right and wrong answers. Although there are EI tests that have right and wrong answers, critics still question the validity of these tests. Finally, some researchers contest the validity of emotional intelligence on a basis of it being so closely related to intelligence and personality (Robbins & Judge, 2009).

Despite these criticisms of emotional intelligence, there is research that suggests it is a valid concept and plays an important role in the workplace. Emotional intelligence can be described as having four branches: the ability to accurately perceive and express emotion, assimilate emotion into thought, understand emotion, and regulate emotions in the self and others (Mayer & Salovey, 1997). Perceiving emotion is the ability to identify emotion in the self and others. Facilitating emotion is the ability to use information that explains felt emotions in order to prioritize and direct thinking. Understanding emotion is the ability to understand relationships among emotions and how emotions transition from one state to another. Regulating, or managing, emotion is the ability to regulate emotion in oneself and others (Mayer & Salovey, 1997). These four branches are arranged in order from more basic psychological processes to more complex psychological processes. For example, the lowest level branch involves the relatively simple task of recognizing and expressing emotion. On the contrary, the highest level branch involves the conscious regulation of emotions to enhance emotional and intellectual growth (Mayer & Salovey, 1997).

Petrides and Furnham (2001) claimed that there is a fundamental difference in the measurement of EI constructs. Consequently, the authors proposed a differentiation between *ability EI* and *trait EI.* Ability EI involves actual abilities and should be measured with "maximum-performance" tests, and is directly applicable to cognitive ability (Petrides & Furnham, 2001, p. 426). Trait EI is comprised of "behavioral dispositions and self-perceived abilities" and should be measured through self-report questionnaires, and is related to the study of personality (Petrides & Furnham, 2001, p. 426). From the distinction between ability EI and trait EI, the theory of trait intelligence surfaced. According to Petrides and Furnham (2001), trait emotional intelligence is a constellation of emotion-related dispositions and self-perceptions situated at the lower levels of personality hierarchies. For our study, we will be using Petrides and Furnham's (2001) trait EI definition.

HYPOTHESES

Emotional Intelligence and Work Experience

In *Working with Emotional Intelligence,* Daniel Goleman writes:

> Our level of emotional intelligence is not fixed genetically, nor does it develop only in early childhood. Unlike IQ, which changes little after our teen years, emotional intelligence seems to be largely learned, and it continues to develop as we go through life and learn from our experiences—our competence in it can keep growing. In fact, studies that have tracked people's level of emotional intelligence through the years show that people get better and better in these capabilities as they grow more adept at handling their emotions and impulses, at motivating themselves, and at honing their empathy and social adroitness. There is an old fashion word for this growth in emotional intelligence: *maturity* (1998, p. 7).

In agreement with Goleman's assertion about the relationship between emotional intelligence and experience, there is research that suggests that there is a positive relationship between emotional intelligence and age and work experience. Mayer, Caruso, and Salovey (1999) asserted that in order for emotional intelligence to be considered a standard intelligence, it should increase with age and experience. The authors compared adolescents' and adults' performance on the Multifactor Emotional Intelligence Scale. Results showed that the adult group functioned at a significantly higher level of emotional intelligence than the adolescent group.

In a study conducted by Day and Carroll (2004), experience was positively correlated with three of the four emotional intelligence scales, as measured by the Mayer-Salovey-Caruso Emotional Intelligence Test. Van Rooy, Alonso, and Viswesvaran (2005) examined the relationship between emotional intelligence and age using the 33-item Emotional Intelligence Scale. There was a significant positive correlation between emotional intelligence and age.

Despite these findings, there is a limited amount of research that has examined the relationship between emotional intelligence and work experience. Intuitively, one might assume that emotional intelligence will increase as work experience increases. However, empirical research is needed to test this hypothesis.

Hypothesis 1: Emotional intelligence is positively associated with work experience.

Emotional Intelligence and Academic Performance

Studies exploring the relationship between emotional intelligence and academic performance have produced mixed results. A study by Schutte et al. (1998) found that scores on a self-report measure of emotional intelligence completed at the beginning of the academic year significantly predicted grade point average at the end of the year. In a study by Rozell, Pettijohn, & Parker (2002), there was a small, but significant relationship between academic success, as measured by grade point average, and three out of the five factors within the utilized emotional intelligence scale utilizing the Goleman (1995, 1998) scale.

Petrides, Frederickson, and Furnham (2004) looked at the relationships between trait emotional intelligence, academic performance, and cognitive ability in a sample of 650 British

secondary education students (Grade 11). They found that emotional intelligence moderated the relationship between academic performance and cognitive ability.

In a study conducted by Parker et al. (2004), various dimensions of emotional intelligence were found to be predictors of academic success. At the beginning of the semester, 372 first-year full-time students completed the short form of the Emotional Quotient Inventory (EQ-i:Short) at a small Ontario university. At the end of the academic year, data from this inventory was matched with the students' academic records and two levels of very different academic success were identified: highly successful students who achieved a first-year university grade point average of 80% or better and relatively unsuccessful students who received a first-year grade point average of 59% or less. The results showed that the highly successful students scored higher than the unsuccessful group on three out of the four subsets (intrapersonal ability, stress management, and adaptability) of emotional intelligence as defined by the EQ-i:Short. The two groups did not score significantly different on interpersonal ability (Parker et al., 2004).

In a study conducted by Rode, Mooney, Arthaud-Day, Near, Baldwin, Rubin & Bommer, (2007), it was predicted that emotional intelligence was related to academic performance for two reasons. First, academic performance involves a great deal of ambiguity (Astin, 1993), which has been shown to cause felt stress (Jex, 1998). Students are required to manage numerous assignments, adapt to the differing teaching styles and expectations of instructors, work independently toward objectives, and manage conflicting academic and non-academic schedules. In addition, some aspects of academic work may be considered highly stressful, such as taking exams (Rode et at., 2007).

Second, the majority of academic work is self-directed, requiring high levels of self-management (Rode et at., 2007). Understanding the causes and effects of various emotions is an important element of emotional intelligence. Rode et al. (2007) continued by including the research of Mayer and Salovey (1997): individuals with a high level of emotional intelligence are able to direct positive emotions to uphold the energy needed for high performance over long periods of time and to redirect negative emotions into productive behaviors. Thus, Rode et al. (2007) reasoned that individuals with high emotional intelligence would perform better academically. Despite their prediction, emotional intelligence was not significantly associated with grade point average, however, they did find an interaction of emotional intelligence with conscientiousness explained unique variance in academic performance (cumulative GPA), as well as public speaking and group behavior effectiveness.

A number of other studies did not find significant relationships between emotional intelligence and academic success. Newsome, Day, and Catano (2000) investigated the relationship of emotional intelligence, cognitive ability, and personality with academic achievement. Emotional intelligence was measured using the Emotional Quotient Inventory (EQ-i), including the total EQ-i score and five EQ-i composite factor scores. None of the EQ-i factor scores, nor the total EQ-i score, was significantly related to academic achievement. A study by O'Connor and Little (2003) assessed the relationship between emotional intelligence and academic achievement, as measured by grade point average, in college students, using both self-report and ability-based measures of emotional intelligence. The results showed that emotional intelligence was not a strong predictor of academic achievement regardless of the type of instrument used to measure it.

Bastian, Burns, and Nettelbeck (2005) examined the relationships between emotional intelligence and a number of life skills (academic achievement, life satisfaction, anxiety, problem-solving, and coping ability). The participants consisted of 246 predominantly first-year

tertiary students from a university in Australia. Participants completed three measures assessing emotional intelligence that were widely used and suitable for an Australian sample: Trait Meta Mood Scale, Assessing Emotions Scale, and the Mayer, Salovey, and Caruso Emotional Intelligence Test. Correlations between emotional intelligence and academic achievement were not statistically significant.

Considering the mixed nature of literature on the relationship between emotional intelligence and academic performance, the concept warrants further research. Perhaps the studies that did not find a significant relationship between emotional intelligence and academic performance did not examine the subfactors of emotional intelligence or perhaps it was due to the scale that was utilized. Based on all the theoretical literature on emotional intelligence, we would expect the following:

Hypothesis 2: Emotional intelligence is positively associated with academic performance, as measured by student GPA.

METHODOLOGY

Procedure

A survey was created and administered to 193 College of Business students at a southeastern university. The surveys were administered in individual College of Business classrooms during class time by the respective instructor. All instructors read the same script prior to passing out the surveys. The survey instrument consisted of 30 content questions, one question asking students how concerned they were with truthful answers, and six demographic questions. The survey instrument is displayed in Appendix A. The first part of the survey consisted of 30 content questions in a seven-point Likert-type scale that measured trait emotional intelligence using the TEIQue model. After the content questions, there was a question that asked students how concerned they were with giving truthful answers on the survey. Nine percent of students indicated that they were "Not very concerned," 4% were "Somewhat concerned," 14% were "Moderately concerned," 43% were "Considerably concerned," 26% were "Very concerned," and 3% of students did not answer the question.

Participants

The final section of the survey instrument recorded demographics of the participants, which had questions on age, work experience (part-time and full-time), ethnicity, gender, major, and self-reported GPA. The sample was composed of 51% male and 48% female students. Of the sample, 58% of the students were between the ages of 19 and 24 years old, 23% were between 25 and 29 years old, and the remaining 18% ranged in age from 30 to 57 years old. Seventy-eight percent were Caucasian, 5% African American, 7% Hispanic, 4% Asian, and 5% were classified as other. Of the students surveyed, 10% were majoring in General Business, 26% Management, 15% Marketing, 16% Accounting, 17% Finance, 3% Management Information Systems, and 12% were classified as other. Sixty-nine percent of students indicated that they had full-time (40 or more hours per week) work experience and 31% of students had part-time work experience (39 or less hours per week). All of the students surveyed had a GPA that was higher than a 2.0.

Twenty-eight percent of students had a GPA of 2.1 to 2.9, 46% had a GPA of 3.0 to 3.4, 21% had a GPA of 3.5 to 3.9, and 5% of students did not report their GPA.

Measures

Trait Emotional Intelligence Questionnaire (TEIQue)

The TEIQue was developed by K. V. Petrides and is a scientific instrument used to measure trait emotional intelligence (Petrides, 2001). The TEIQue is composed of fifteen facets that were derived from a comprehensive content analysis of prominent EI literature: adaptability, assertiveness, emotion appraisal (self and others), emotion expression, emotion management (others), emotion regulation, impulsiveness (low), relationship skills, self-esteem, self-motivation, social competence, stress management, trait empathy, trait happiness, and trait optimism (Petrides & Furnham, 2001). In Conte (2005) reviewed and critiqued various EI measures. While, he did not specifically examine the TEIQue measure, he did find that most of the EI measures have sufficient internal reliability. However, some ability-based EI subscales have marginally acceptable internal consistency and test–retest reliability.

The instrument we chose to measure trait emotional intelligence in this study was the Trait Emotional Intelligence Questionnaire—Short Form (TEIQue-SF) (Petrides & Furnham, 2006). The thirty question TEIQue-SF is based on the long form of the TEIQue and is designed to measure global trait intelligence (Petrides, 2001). Two questions from each of the fifteen subscales of the TEIQue were included in the short form, which were chosen based on their "correlations with the corresponding total subscale scores" (Petrides & Furnham, 2006). These fifteen subscales were used to provide scores on four broader factors: well-being, self-control, emotionality, and sociability (Petrides, 2001).

A high well-being score indicates an overall sense of well-being. In general, individuals with a high score on this factor are fulfilled and satisfied with life. On the other hand, low scores represent individuals that have poor self-esteem and are not satisfied with life at the present time.

The self-control factor refers to one's degree of control over their urges and desires. Individuals with a high self-control score have the ability to manage and regulate external pressures. However, individuals with a low score tend to display impulsive behaviors and are unable to properly manage stress.

Individuals with a high emotionality score possess a wide array of emotion-related skills: recognizing internal emotions, perceiving emotions, and expressing emotions. In turn, these skills are often used to form and nurture close relationships with family and friends. On the contrary, individuals with a low emotionality score have difficulty recognizing their own emotions and conveying their feelings to others. In turn, these individuals generally experience less gratifying personal relationships with others.

The sociability factor focuses on one's social relationships and social influence. This factor differs from the emotionality factor in that it evaluates one's influence in a variety of social contexts, rather than just in personal relationships with family and friends. Individuals with a high sociability score are good listeners and effective communicators. Individuals with a low score are not as effective at social interaction. They appear unsure of themselves in social interactions and are unable to affect others' emotions (Petrides, 2001).

Academic performance

Academic performance was measured by self-reported overall college grade point average (GPA). Since the surveys were administered to students in the College of Business, at least four semesters of academic performance was reflected in the reported GPA scores. Rode et al. (2007) assessed the reliability of using self-reported GPA. In their study, Rode et al. (2007) obtained a random subsample of 100 respondents, and compared the self-reported GPA scores with that of the university records. The two sources of GPA proved to be highly correlated. The average difference was less than 0.04, signifying that self-reported GPA is a reliable source of information.

Work experience

As previously mentioned, 69% of students indicated that they had full-time (40 or more hours per week) work experience and 31% of students had part-time work experience (39 or less hours per week). For purposes of analyzing the data, work experience was made into two categories: students that had full-time work experience and those that did not have full-time work experience. Students were considered to have full-time work experience if they worked 40 or more hours per week for at least one year.

RESULTS

Hypothesis 1

In order to determine if emotional intelligence was positively associated with work experience, we performed a simple linear regression. Descriptive statistics and correlations are displayed in Table 1 and Table 2, respectively. In agreement with our prediction in Hypothesis 2, at a significance level of .05, emotional intelligence was significantly associated with work experience (see Table 3).

To further analyze the data, we performed a one-way ANOVA. Descriptive statistics of this information is presented in Table 4. Results of the one-way ANOVA are displayed in Table - 5. The results show that there was a significant difference between the average total emotional intelligence scores among students that had full-time work experience and those that did not have full-time work experience.

The average total emotional intelligence score of students that had full-time work experience was 161.3, compared to a 154.4 average emotional intelligence score among students that did not have full-time work experience (see Figure 1). Therefore, students that had full-time work experience had a significantly higher mean total emotional intelligence score than students that did not have full-time work experience.

Hypothesis 2

In order to determine if emotional intelligence was positively associated with academic performance, as measured by grade point average, we performed a multiple linear regression, utilizing the four subsets of emotional intelligence (well-being, self-control, emotionality, and sociability) as independent variables. Descriptive statistics and correlations are given in Table 6

and Table 7, respectively. Contrary to our prediction in Hypothesis 1, emotional intelligence was not significantly associated with GPA (see Table 8).

In order to further analysis the data, GPA was made into a categorical variable. Category 1 represented grade point averages from 3.5 to 4.0, Category 2 represented GPA's from 3.0 to 3.4, and Category 3 represented GPA's from 2.0 to 2.9. Descriptive statistics of this information is presented in Table 9. Results of the one-way ANOVA are presented in Table 10. The results show that there was a significant difference between at least one of the average "well-being" scores among the three categories of GPA.

Performing post hoc tests (see Table 11) showed that there was a significant difference in the average well-being scores between Category 2 and Category 3. Category 2 had a mean well-being score of 36.2 and Category 3 had a mean score of 33.7. Thus, on average, students with a GPA from 3.0 to 3.4 (Category 2) had a significantly higher mean well-being score than students with a GPA from 2.0 to 2.9 (Category 3). This finding is illustrated in Figure 2.

DISCUSSION

Our study had a number of important findings. First, our study confirmed that emotional intelligence was positively associated with work experience. Second, our study suggests that certain subfactors of emotional intelligence are related to academic performance as measured by GPA. While global emotional intelligence was not significantly associated with academic performance, there was a significant association between the emotional intelligence subset of well-being and GPA. When GPA was made into a categorical variable, our data showed that students with a GPA from 3.0 to 3.4 had a significantly higher mean well-being score than students with a GPA from 2.0 to 2.9.

One possible explanation of this finding could be that students with a mid-range GPA (3.0-3.4) have needed to develop EI skills to a greater extent than students at the lower and higher ends of the spectrum. At the low end (GPA from 2.0-2.9), students may not have learned specific EI skills such as self-control, which would have helped these students prioritize the time needed for studying as opposed to other activities. At the high end (GPA from 3.5-4.0), students may not have needed to develop specific EI skills in order to reach a high level of academic achievement. Instead, they may have relied solely on intellectual ability. This has implications for high academic achievers upon entering the workplace, in that they may not have developed the political and negotiating skills needed to flourish.

Age was not positively correlated with emotional intelligence. On explanation for this finding is that perhaps the non-traditional or older students who were sampled differed in some significant way than students who attend university at a more traditional age. And, our results may have been stronger if our sample was not limited to College of Business students in an undergraduate program. Thus, the generalizability of our sample may be limited. The majority (81%) of students that participated in the study were between the ages of 19 and 29 years old. To further examine the relationship between emotional intelligence and work experience, a broader range of ages and years of work experience should be examined in future research.

Further studies are needed to expand upon the relationship between emotional intelligence and age. One such study that took into account a broad range of ages found an interesting relationship between emotional intelligence and age (Derksen, Kramer, & Katzko, 2002). The authors examined the relationship between emotional intelligence and age using a sample of 873 subjects ranging in age from 19 to 84 years old, with a mean age of 50.74 years

old. The study found that emotional intelligence peaked in the 35-44 age interval, and then decreased in older age (i.e., an inverted-U relationship). In our study, the relationship between emotional intelligence and age appeared to follow an inverted-U curve. However, there was an insufficient number of data in each age interval for us to support or refute this claim. Gaining further insight into this relationship may pinpoint certain age intervals in which individuals' peak in their emotional intelligence abilities. On the contrary, it may pinpoint age intervals in which developing and increasing emotional intelligence abilities should take precedence. This information would be valuable to managers in the hiring process, as well as in employee development and training programs.

Overall, future research needs to examine the relationship between emotional intelligence, work experience, and other individual level variables such as conscientiousness that might have an important effect. Further research should examine emotional intelligence and work experience using subjects from a variety of different fields of work. Certain career fields may place a higher emphasize on emotional intelligence abilities than others. And considering that emotional intelligence is key in predicting star performance in the workplace, future research should expand upon this finding. Namely, future research should strive to find a specific emotional intelligence construct that successfully predicts job performance.

Our study used self-reported GPA as the measure of academic success, although research has questioned the validity of self-report GPA. However, research has shown that self-report GPA is highly correlated with actual GPA. It is also worth mentioning that we did not use longitudinal data in our analyses of academic performance. So, further research should employ longitudinal data in the analyses of academic performance to see if these results would vary. With longitudinal data, you could track students in the workplace to see if emotional intelligence is, in fact, a stronger predictor of performance than GPA.

Research has typically focused on *ability* measures of emotional intelligence. Yet, research has suggested that there is a fundamental difference in the measurement of different constructs of EI. This has divided research on emotional intelligence into two distinct paths: ability EI and trait EI. Our study utilized a trait emotional intelligence construct, which concerns emotion-related self-perceived abilities; whereas previous research has focused on ability measures of EI that utilize maximum-performance tests. Future research should expand upon some of the existing research (e.g. Conte, 2005), in order to examine in more detail the differences between ability constructs and trait constructs.

If subfactors of emotional intelligence, consistently predict academic performance, then this finding has interesting implications. It is an accepted finding that emotional intelligence is a strong predictor of job performance. Yet, schools and admission tests continue to put a significant emphasis on cognitive ability, when it explains very little of achievement in the workplace or in life. In graduate programs and cognitively demanding careers, such as engineering, the selection process focuses primarily on intellectual abilities, while emotional intelligence bears much more weight in predicting success and who emerges as a leader (Goleman, 1998). Therefore, graduate programs and competitive companies could consider incorporating such an emotional intelligence construct in the selection process.

And, we recommend that business schools consider adding practical courses that would help students function at a higher level of emotional intelligence and which would ultimately improve employee performance and interactions in the workplace. A specific Emotional Intelligence Course could include instruction and actual practice in some of the following areas related to emotional intelligence(Goleman, 1998; Petrides & Furnham, 2006): assertiveness;

adaptability; emotion expression, emotion regulation, emotion management (others), emotion perception (self and others), impulsiveness, relationships, self-esteem, self-motivation, social awareness, stress management, trait optimism, trait happiness, trait empathy, networking, organizational citizenship behavior, sensing/reading subtle social cues, inspiring/influencing others, managing time and priorities, negotiating, managing conflict, and recognizing personality traits in others.

Figure 1. Mean Plots of Global Trait EI for Full-time Experience Versus No Full-time Experience
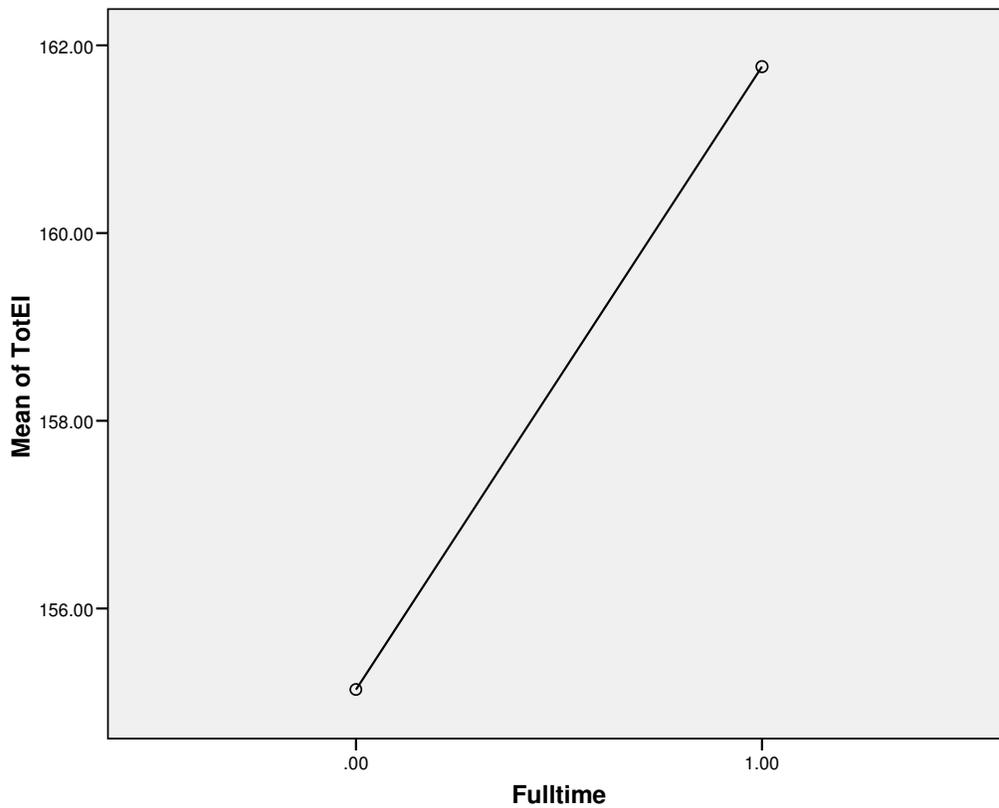
*0 = No full-time work experience, 1 = Full-time work experience

Figure 2. Mean Plots of Well-being for Categorical GPA
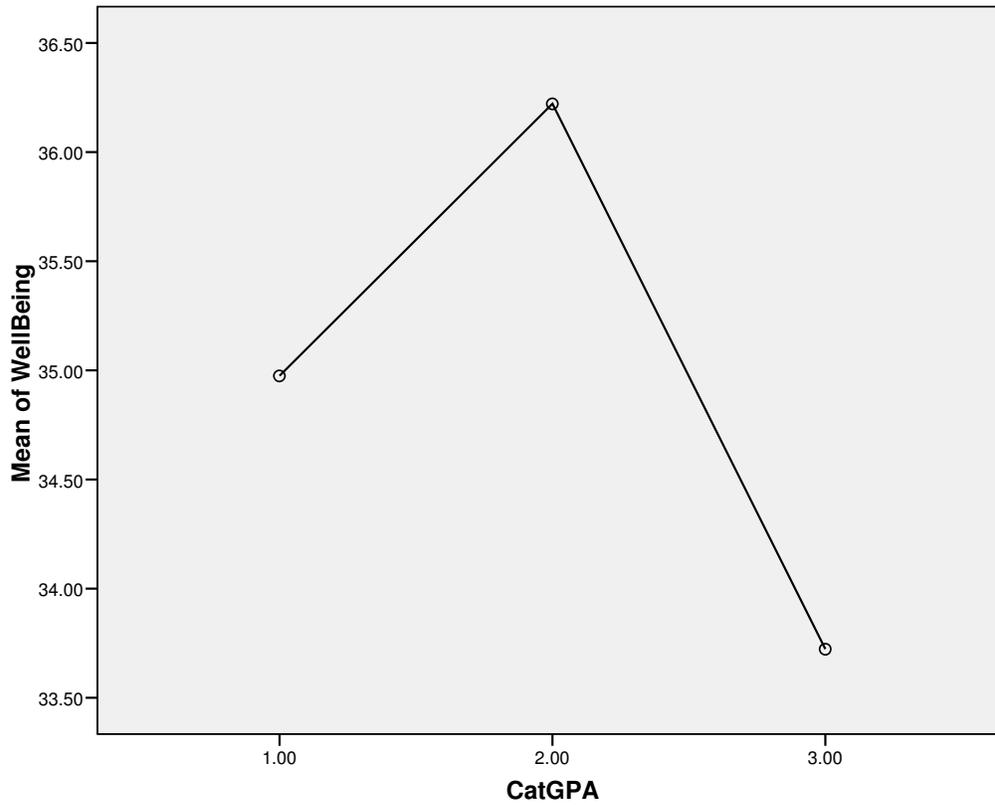
*1.0 = Students with a GPA from 3.4 to 4.0, 2.0 = GPA from 3.0 to 3.4, 3.0 = GPA from 2.0 to 2.9

Table 1. Descriptive Statistics of Variables (Total Emotional Intelligence and Work Experience)

	Mean	Std. Deviation	N
TotalEI	159.1709	19.11520	158
Fulltime	.6962	.46136	158

Table 2. Correlations among Variables (Total Emotional Intelligence and Work Experience)

		TotalEI	Fulltime
Pearson Correlation	TotalEI	1.000	.166
	Fulltime	.166	1.000
Sig. (1-tailed)	TotalEI	.	.018
	Fulltime	.018	.
N	TotalEI	158	158
	Fulltime	158	158

Table 3. ANOVA (Total Emotional Intelligence and Work Experience)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1585.782	1	1585.782	4.435	.037(a)
	Residual	55780.605	156	357.568		
	Total	57366.386	157			

a Predictors: (Constant), Fulltime
b Dependent Variable: TotalEI

Table 4. Descriptive Statistics of Variables (Total Emotional Intelligence and Work Experience)

TotalEI

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
	Lower Bound	Upper Bound	Lower Bound	Upper Bound	Lower Bound	Upper Bound	Lower Bound	Upper Bound	Upper Bound
.00	48	154.3750	17.66187	2.54927	149.2465	159.5035	124.00	192.00	
1.00	110	161.2636	19.42271	1.85188	157.5933	164.9340	92.00	202.00	
Total	158	159.1709	19.11520	1.52072	156.1672	162.1746	92.00	202.00	

Table 5. One-Way ANOVA (Total Emotional Intelligence and Work Experience)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1585.782	1	1585.782	4.435	.037
Within Groups	55780.605	156	357.568		
Total	57366.386	157			

Table 6. Descriptive Statistics of Variables (Subsets of EI and GPA)

	Mean	Std. Deviation	N
GPA	3.3284024	1.04324262	169
WellBeing	35.4497	4.97603	169
SelfControl	29.3669	5.26515	169
Emotionality	41.7041	6.83966	169
Sociability	31.4024	4.88599	169

Table 7. Correlations among Variables (Subsets of EI and GPA)

		GPA	WellBeing	SelfControl	Emotionality	Sociability
Pearson Correlation	GPA	1.000	.093	.040	.078	.096
	WellBeing	.093	1.000	.356	.491	.497
	SelfControl	.040	.356	1.000	.361	.392
	Emotionality	.078	.491	.361	1.000	.426
	Sociability	.096	.497	.392	.426	1.000
Sig. (1-tailed)	GPA	.	.116	.304	.156	.107
	WellBeing	.116	.	.000	.000	.000
	SelfControl	.304	.000	.	.000	.000
	Emotionality	.156	.000	.000	.	.000
	Sociability	.107	.000	.000	.000	.
N	GPA	169	169	169	169	169
	WellBeing	169	169	169	169	169
	SelfControl	169	169	169	169	169
	Emotionality	169	169	169	169	169
	Sociability	169	169	169	169	169

Table 8. ANOVA (Subsets of EI and GPA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.318	4	.579	.526	.717(a)
	Residual	180.526	164	1.101		
	Total	182.844	168			

Table 9. Descriptive Statistics of Variables (Subsets of EI and Categorical GPA)

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
WellBeing	1.00	39	34.9744	6.54735	1.04841	32.8520	37.0968	12.00	42.00
	2.00	86	36.2209	3.83299	.41332	35.3991	37.0427	26.00	42.00
	3.00	54	33.7222	5.28942	.71980	32.2785	35.1660	21.00	42.00
	Total	179	35.1955	5.06705	.37873	34.4482	35.9429	12.00	42.00
SelfControl	1.00	40	29.3500	5.91630	.93545	27.4579	31.2421	17.00	40.00
	2.00	86	29.4884	5.16719	.55719	28.3805	30.5962	17.00	40.00
	3.00	53	28.2736	4.62909	.63586	26.9976	29.5495	17.00	37.00
	Total	179	29.0978	5.19320	.38816	28.3318	29.8637	17.00	40.00
Emotionality	1.00	39	41.5897	7.44707	1.19249	39.1757	44.0038	27.00	54.00
	2.00	85	41.7294	6.30644	.68403	40.3691	43.0897	30.00	55.00
	3.00	51	41.0196	6.96417	.97518	39.0609	42.9783	24.00	56.00
	Total	175	41.4914	6.73374	.50902	40.4868	42.4961	24.00	56.00
Sociability	1.00	40	30.4500	5.62481	.88936	28.6511	32.2489	15.00	41.00
	2.00	87	31.5402	4.67254	.50095	30.5444	32.5361	21.00	42.00
	3.00	51	30.4902	4.92493	.68963	29.1050	31.8754	20.00	42.00
	Total	178	30.9944	4.97167	.37264	30.2590	31.7298	15.00	42.00

Table 10. One-Way ANOVA (Subsets of EI and Categorical GPA)

		Sum of Squares	df	Mean Square	F	Sig.
WellBeing	Between Groups	209.546	2	104.773	4.229	.016
	Within Groups	4360.610	176	24.776		
	Total	4570.156	178			
SelfControl	Between Groups	51.668	2	25.834	.957	.386
	Within Groups	4748.871	176	26.982		
	Total	4800.539	178			
Emotionality	Between Groups	16.544	2	8.272	.181	.835
	Within Groups	7873.193	172	45.774		
	Total	7889.737	174			
Sociability	Between Groups	50.740	2	25.370	1.027	.360
	Within Groups	4324.254	175	24.710		
	Total	4374.994	177			

Table 11. Post Hoc Tests: Multiple Comparisons (Subsets of EI and Categorical GPA)

Dependent Variable		(I) CatGPA	(J) CatGPA	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound	Lower Bound	Upper Bound	Lower Bound
WellBeing	LSD	1.00	2.00	-1.24657	.96093	.196	-3.1430	.6499
			3.00	1.25214	1.04599	.233	-.8122	3.3164
		2.00	1.00	1.24657	.96093	.196	-.6499	3.1430
			3.00	2.49871(*)	.86424	.004	.7931	4.2043
		3.00	1.00	-1.25214	1.04599	.233	-3.3164	.8122
			2.00	-2.49871(*)	.86424	.004	-4.2043	-.7931

APPENDIX A

Questionnaire and Scoring Key-Instructions: Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There are no right or wrong answers. There are seven possible responses to each statement ranging from 'Completely Disagree' (number 1) to 'Completely Agree' (number 7).

	Completely Disagree						Completely Agree
1. Expressing my emotions with words is not a problem for me.	1	2	3	4	5	6	7
2. I often find it difficult to see things from another person's viewpoint.	1	2	3	4	5	6	7
3. On the whole, I'm a highly motivated person.	1	2	3	4	5	6	7
4. I usually find it difficult to regulate my emotions.	1	2	3	4	5	6	7
5. I generally don't find life enjoyable.	1	2	3	4	5	6	7
6. I can deal effectively with people.	1	2	3	4	5	6	7
7. I tend to change my mind frequently.	1	2	3	4	5	6	7
8. Many times, I can't figure out what emotion I'm feeling.	1	2	3	4	5	6	7
9. I feel that I have a number of good qualities.	1	2	3	4	5	6	7
10. I often find it difficult to stand up for my rights.	1	2	3	4	5	6	7
11. I'm usually able to influence the way other people feel.	1	2	3	4	5	6	7
12. On the whole, I have a gloomy perspective on most things.	1	2	3	4	5	6	7
13. Those close to me often complain that I don't treat them right.	1	2	3	4	5	6	7
14. I often find it difficult to adjust my life according to the circumstances.	1	2	3	4	5	6	7
15. On the whole, I'm able to deal with stress.	1	2	3	4	5	6	7
16. I often find it difficult to show my affection to those close to me.	1	2	3	4	5	6	7
17. I'm normally able to "get into someone's shoes" and experience their emotions.	1	2	3	4	5	6	7
18. I normally find it difficult to keep myself motivated.	1	2	3	4	5	6	7
19. I'm usually able to find ways to control my emotions when I want to.	1	2	3	4	5	6	7
20. On the whole, I'm pleased with my life.	1	2	3	4	5	6	7
21. I would describe myself as a good negotiator.	1	2	3	4	5	6	7
22. I tend to get involved in things I later wish I could get out of.	1	2	3	4	5	6	7
23. I often pause and think about my feelings.	1	2	3	4	5	6	7

24. I believe I'm full of personal strengths.	1	2	3	4	5	6	7
25. I tend to "back down" even if I know I'm right.	1	2	3	4	5	6	7
26. I don't seem to have any power at all over other people's feelings.	1	2	3	4	5	6	7
27. I generally believe that things will work out fine in my life.	1	2	3	4	5	6	7
28. I find it difficult to bond well even with those close to me.	1	2	3	4	5	6	7
29. Generally, I'm able to adapt to new environments.	1	2	3	4	5	6	7
30. Others admire me for being relaxed.	1	2	3	4	5	6	7

Questions 1-30 measure trait emotional intelligence using the Trait Emotional Intelligence Questionnaire—Short Form (TEIQue-SF) (Petrides & Furnham, 2006). Questions 1-30 provide scores for four factors: Well-being, self-control, emotionality, and sociability. Well-being is comprised of questions 5, 20, 9, 24, 12, and 27. Self-control is comprised of questions 4, 19, 7, 22, 15, and 30. Emotionality is comprised of questions 1, 16, 2, 17, 8, 23, 13, and 28. Sociability is comprised of 6, 21, 10, 25, 11, and 26. Questions 2, 4, 5, 7, 8, 10, 12, 13, 14, 16, 18, 22, 25, 26, and 28 are reverse-coded. Questions 3, 14, 18, and 29 contribute only to the global trait EI score.

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