

# INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT

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**MEASURING STUDENTS' EMOTIONAL INTELLIGENCE IN PUBLIC UNIVERSITIES: A CASE ON OMAN AND BAHRAIN**

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**ABSTRACT**

Emotional intelligence is proving to be more popular today and many organizations are incorporating Emotional intelligence training. EI is used in many areas such as education, police force, the army and other sectors. Emotional intelligence is the analysis, thinking and planning of how our emotions influence others and how we can manage emotions to achieve better communications and healthier relationships. Students need to understand each other and communicate with each other and with staff members and instructors which makes emotional intelligence very important and vital. This paper looks at emotional intelligence of students in one of Oman's reputable national university. Comparisons are then made with a previous research by the author to investigate the role of culture in both settings, drawing on similarities and differences between the two cultures. The results revealed no strong correlation between emotional intelligence and academic achievement, as students who scored high in the survey were not high achievers. However, the study revealed a relationship between age and emotional intelligence, where students between the ages of 22 and 25 had higher scores than those within the age category of 18 and 22. When compared to Bahrain, almost similar results, however there were subtle cultural differences at the national level.

**KEYWORDS**

Emotional Intelligence – Emotions – Feelings - Culture – National culture – Oman culture – Gulf Region

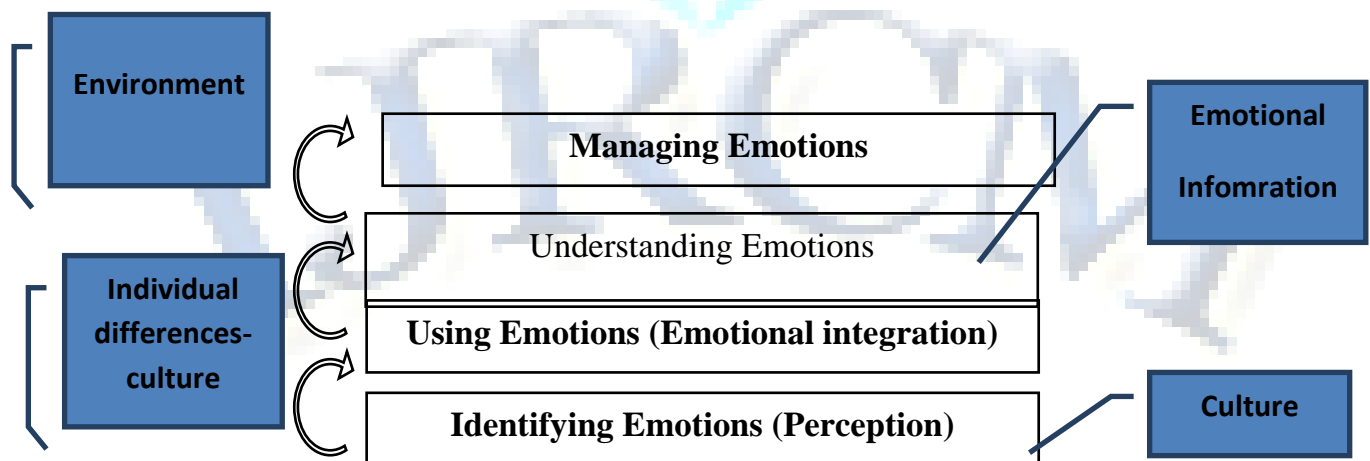
**INTRODUCTION**

Emotions and feelings have become the blood vessels of every organization today, whether educational or non educational, profit and non-profit. It is an element of high ranking that cannot be underestimated. Looking into emotional intelligence in an educational institution would perhaps give an indication of problems, lack of emotional intelligence that can be treated and dealt with before students graduate from the university and carry with them unresolved emotions and low levels of emotional intelligence which would effect their relationships at work, productivity and many other work-related issues. Hence, emotional Intelligence is the ability to work well with people and people's emotion both on and off the job. Consequently it would affect human relations at work, where many authors have stressed on the importance of emotional intelligence at work (Bar-On, Maree & Maurice, 2007; Lussier & Achua, 2007; Ashforth & Kreiner, 2002; Mayer & Salovey,2000). According to According to Kerr, Garvin, Heaton & Boyle (2006), successful management of emotions plays a vital component in an individual's social effectiveness. This research investigates the level of emotional intelligence among students at one of Oman's leading and reputable public university, testing out instruments used and constructed in China verify its applicability and draw on cultural differences with China and with another study conducted in a national and highly reputable university in Bahrain.

**WHAT IS MEANT BY EMOTIONAL INTELLIGENCE**

Emotional intelligence refers to "an ability to recognize the meanings of emotion and their relationships and to reason and problem solve on the basis of them" (Marques, 2007, p. 645). Mayer, Salovey & Caruso (2000a) state that emotional intelligence can be interpreted as societal practices that integrate emotion as with thought and blends it together. (Mayer et al, 2000a p.96). They view emotional intelligence as a set of cognitive abilities (where a person's actual mental ability is believed to be directly related to standard definitions of intelligence), as well as emotional aspects. The authors believe that those two aspects could determine the level of emotional intelligence of an individual. Their model of emotional intelligence argues that emotional intelligence is a form of intelligence and can be seen as a set of skills or abilities, where such abilities are considered to be like other abilities and can therefore be measured (look at Fig. 1). The researcher added some factors that influence the branches and reflecting the research objectives.

**FIG. 1: FOUR BRANCHES OF EMOTIONAL INTELLIGENCE - ADOPTED FROM THE MAYER-SALOVEY**



**Identifying or perceiving emotions** entails the ability to correctly identify how people are feeling. This necessitates paying attention to, and accurately decoding, emotional signals in facial expressions, as well as listening to the tone of voice and looking for artistic expressions. This is coupled with being aware of one's own feelings and emotions to avoid being blinded by one's emotions. Mayer, Salovey & Caruso (2004) emphasise the importance of starting with this branch. They argue that if an individual has good emotional perception to begin with (by perhaps sensing others' behaviour towards oneself and making use of mood

changes), then one would be able to get feedback from others to better understand emotions. With such understanding, a person may have the knowledge that would enable the individual to possibly better manage and cope with feelings.

**Using emotions (emotional facilitation of thought)**, according to Mayer *et al* (2000a), calls for the ability to create emotions, integrating feelings into how we think by being creative as well as having feelings and empathy towards others. They indicate how the emotional facilitation of thought focuses on emotions entering the cognitive system, altering cognition to assist thought, enabling a person to employ his/her feelings in order to enhance the cognitive system. Such is possible due to the nature of the process itself, where cognitive thinking is involved in labelling emotions. This is said to hold given the individual is normal; in a sense that he/she is not suffering from any psychological disorders that may alter his/her thinking and henceforth emotions.

**Understanding and reasoning with emotions** implies an understanding of the causes of emotions, knowing to a certain extent, what motivates others, attempting to understand their points of view and handling team interactions. Understanding what leads to various emotions is thought to be a critical component of emotional intelligence (Mayer *et al*, 2000a). This is presumed to lead to managing one's own emotions. The process is considered to be a gradual link from one state (understanding) to another (managing). People would be more knowledgeable here, which may ultimately help them in better understanding of how to balance their emotions.

**Managing emotions** necessitates figuring out effective strategies that use one's emotions to help in achieving intended goals and solving problems, rather than being used by one's emotions. Managing emotions also means that a person would remain open to emotional information that would perhaps assist an individual in better managing and coping with his/her emotions. Mayer *et al* (2000a) show how they hope that the outcome of this branch leads to enabling people to somehow get rid of troublesome emotions in human relations.

On the other hand, other authors link emotional intelligence to personality (Goleman, 1996), whereas others believe it does not fit with current perspectives on personality psychology (Mayer, Salovey & Caruso, 2000b; Mayer & Geher, 1996).

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.

## THE ROLE OF NATIONAL CULTURE

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).

**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).

**OMAN:** Omanis are tolerant of the beliefs of different Muslim division as well as believers of other faiths, who are allowed to practice their religion in churches and temples. Historically Omanis were seafarers and traders who dominated regional commodity trading in the Indian Ocean, East Africa and the Arabian Gulf. Since the 1970s, Oman has strived to modernize through oil revenues and tourism. The country has witnessed further developments in all sectors, with the establishment of new projects and economic development from the 1990s till now. The Personal Status Law guarantees Omani women equal rights in both education and employment and are encouraged to take part in contributing towards the process of economic and social development. The number of women holding senior positions has risen steadily since 2003 and are also making strides in the legal profession (Ministry of information, 2011).

## ROLE OF EMOTIONAL INTELLIGENCE FOR STUDENTS

From the perspective and experience of the author, she found emotional intelligence to play a vital role in teaching and maintaining career success at the same time. Carl Rogers (1995) emphasized the role and importance of emotional intelligence in classrooms, he found understanding their feelings and allowing them to interact with each other is very important for students. Such an understanding enables the whole experience becomes more meaningful and valuable for him. This is in line with what the researcher experienced in the classrooms over the 22 years of teaching experience. The classroom environment becomes a comfortable, learning and interactive when emotional intelligence is practiced and applied.

## SCOPE AND LIMITATIONS OF THE STUDY

Emotional intelligence is a vast topic; various perspectives of emotional intelligence, 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 university students in Oman with a look at cultural aspects as an important dimension and making comparisons with Bahrain. The research also aims at examining the correlation between the grades, age and levels of emotional intelligence. Due to the nature of the topic as well as being the first study to be applied in the Gulf Region, the researcher's focus was limited to specific universities and sample size to enable testing out its applicability before a large scale research is undertaken.

## HYPOTHESIS AND RESEARCH QUESTIONS

Evidence from much research work (Hofstede, 1991; AlHashemi, 1987; AlHashemi, 2006; Allismaily, 2004) 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 Academic Achievement (Grade Point Average: GPA) of students

The research identified the following questions: (refer to Fig 2):

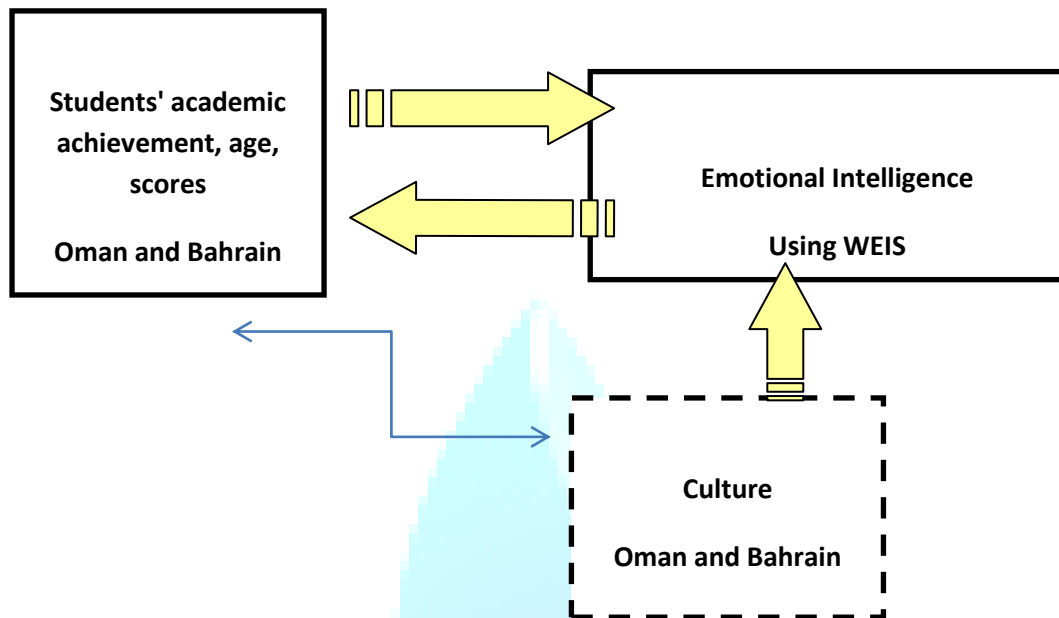
- 1) What are the levels of emotional intelligence of students at the University of Sultan Qaboos?
- 2) What are the levels of emotional intelligence of students at the University of Bahrain?
- 3) Is the WEIS applicable to the culture in Oman?
- 4) Is there a relationship between the academic achievement of students, their ages and the level of EI?

What are the similarities and differences between the culture in Oman and Bahrain?



FIG. 2: THE EMOTIONAL INTELLIGENCE COMPONENTS UNDER INVESTIGATION

1) Bahrain



**METHODOLOGY**

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). 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 OF THE STUDY**

**SAMPLE SIZE**

The total number of respondents both in Oman and Bahrain was 308; including males and females with ages between 19 and 28 (look at figure 3.1 and fig 3.2). Average age of the students in Oman and Bahrain was 22, with the majority being between ages 21 and 23. Age groups were similar in both cultures. The sample size in Oman was 201 students from the following Colleges: Economics and Political Science (100 students), Art and Social Sciences (52 students) and Engineering (50 students). The sample size in Bahrain was 136 from the College of Business Admin as it is the largest College at the University with over 5000 students. The researcher focused on a small sample size because the questionnaire is administered for the first time in the Gulf Region, and the researcher wanted to test its applicability before applying the questionnaire on a large scale.

FIGURE 3.1: PERCENTAGE OF PARTICIPANTS' AGES - OMAN

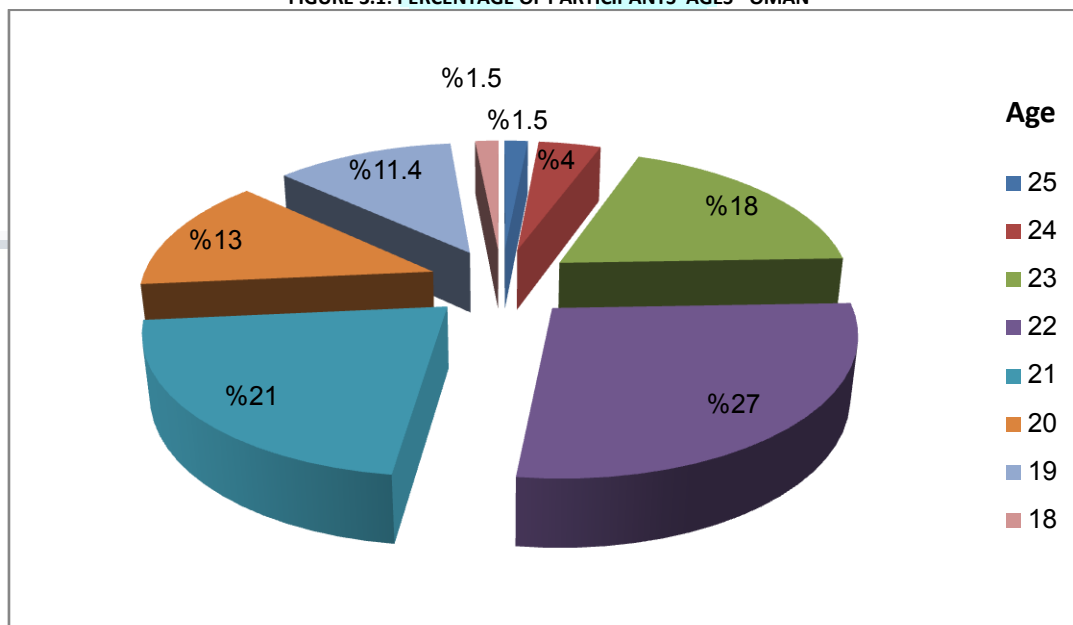
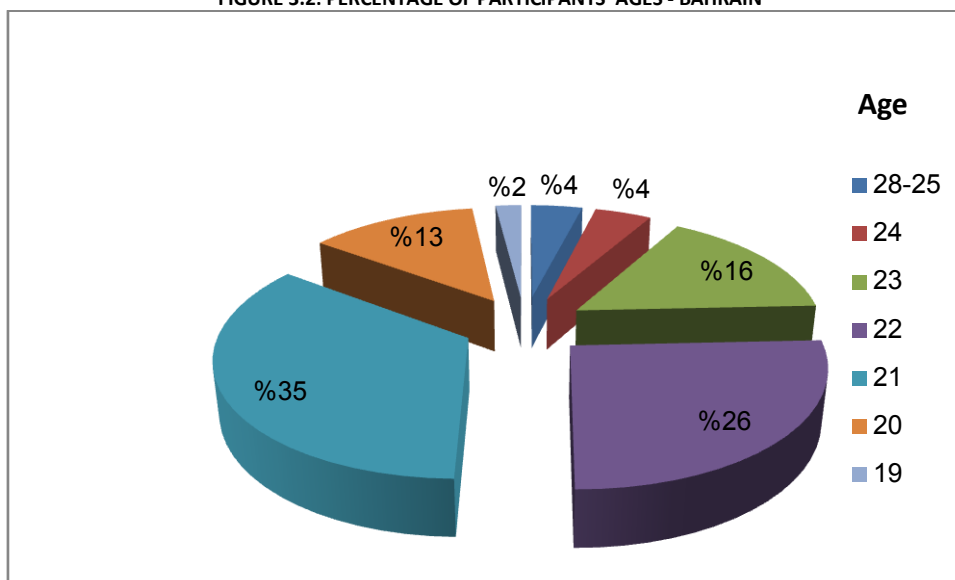


FIGURE 3.2: PERCENTAGE OF PARTICIPANTS' AGES - BAHRAIN



**SUMMARY OF RESULTS**

The total scores were out of 40, and the average scores of the participants in Oman and Bahrain is 24. Regarding academic achievements of students, this is reflected in their Grade Point Average (GPA). The majority of the students' GPA in Oman was 2.6, and minimum Grade Point Average (GPA) ranged between 2 and 3.4 out of 4. (refer to Appendix B for details). Whereas the minimum

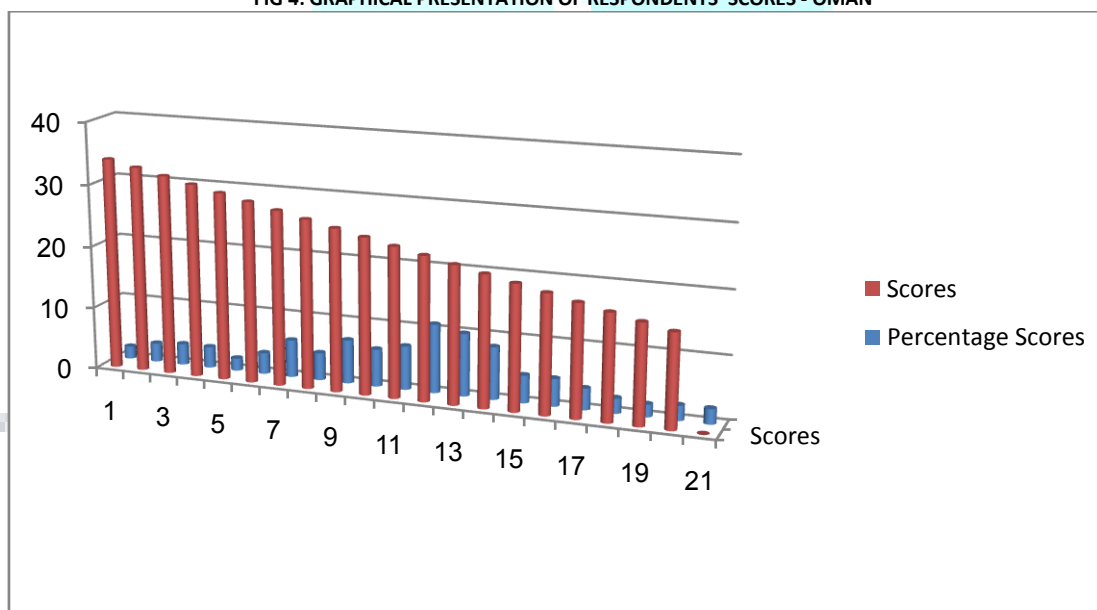
The findings revealed a relationship between scores and age, where participants that fell in the age group of above 21 scored higher than those in the 18-21 category. The reason being is that students from the age of 22 onwards are exposed to different experiences and they take internship (training) outside the University which enables them to gain more knowledge and experience in dealing with people, their emotions and being able to manage their feelings. Also, students over the age of 22 are more mature. This applied to both Oman and Bahrain, as cultural differences were similar in this case. However, cultural differences was evident in the behavior of students and their attitudes towards their achievement. Students in Oman find it very difficult and uncomfortable in revealing their GPA especially if it is on the low side, whereas in Bahrain, students don't have a problem with reporting their achievements on the questionnaire. Details of the findings are explained in the paragraphs that follow.

**To answer the first question**

**What are the levels of emotional intelligence of students at Sultan Qaboos University?**

The overall level of emotional intelligence of students was moderate with average total scores in the questionnaire were 24 out of 40. The highest and lowest scores attained in both cultures was the same (refer to Table 1.1 and Table 1.2 in Appendix C). The respondents' scores are presented graphically in Fig 4.

FIG 4: GRAPHICAL PRESENTATION OF RESPONDENTS' SCORES - OMAN



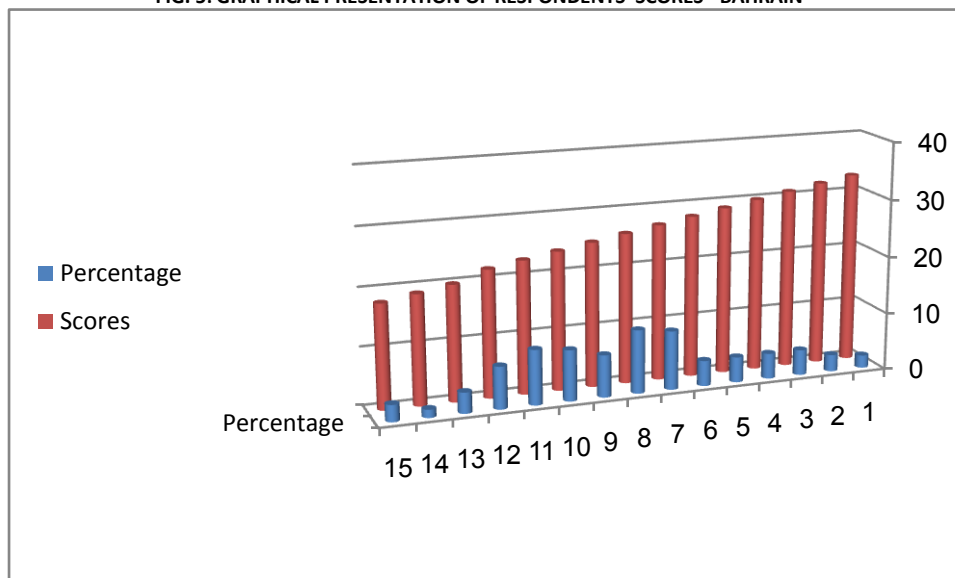
The first part (Part A) of the WEIS questionnaire, respondents are asked to choose one option that best reflects their most likely reaction for each of the 20 scenarios, the average scores were 13 which is a moderate level. The highest score for this part was 19 and the lowest was 6. The second part of WEIS (Part B) contains 20 ability pairs and respondents are asked to choose one out of the two types of abilities that best represent their strengths. The highest scores attained here were 19 and lowest score was 5 with an average of 11 out of 20, which is again moderate level of emotional intelligence abilities (refer to the above figure).

**To answer the Second research question:**

**What are the levels of emotional intelligence of students at the University of Bahrain?**

The overall level of emotional intelligence of students was moderate with average total scores in the questionnaire were 24 out of 40. The highest scores were 35 and 36 and only 2 students reached those scores, and lowest attained is 11 and 12 out of 40. More than half of the students (54%) scored between 22 and 27 out of 40 (refer to Table 1.1 and Table 1.2 in Appendix C). The respondents' scores are presented graphically in Fig 5. 23% of the students attained scores between 28 and 33 which are reasonably well and above average scores.

FIG. 5: GRAPHICAL PRESENTATION OF RESPONDENTS' SCORES - BAHRAIN

**To answer the Third research question:****Is the WEIS applicable to the culture in Oman and Bahrain?**

When compared with the Emotional Competency Inventory and MSCEIT, the WEIS is more in line with the culture in the Gulf Region. A previous research conducted by the researcher (AlHashemi, 2006), where the researcher carried out a pilot study on ECI and MSCEIT and found that ECI was more acceptable and easy to fill out by the respondents. However, after carrying out the research on a sample of 109 respondents occupying managerial levels, the researcher received feedback regarding some of the items as being culture bound by both Bahrainis and some of the non-Bahrainis. From that study, the researcher decided to utilize a questionnaire that is similar to the culture in the Middle East and more specifically Gulf Region and at the same time easily understood by students. The WEIS was first tested on 5 respondents and the feedback was positive, the questionnaire was easy to understand and not complicated and it took the respondents between 10 to 15 minutes to answer. Therefore, the researcher conducted the study in two cultures, Bahrain and Oman and specific Colleges were chosen to test out the questionnaires further before taking a bigger step of a larger and expanded population.

In the WEIS, 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 researcher interviewed 10 students; they had very few comments, such as one item needed modification to suite the culture in the Gulf Region such as using local names instead of Western names.

**To answer the Fourth question:****Is there a relationship between the academic success of students (GPA), their ages and the level of EI?**

There was no relationship between EI and academic success of students (Grade Point Average: GPA). The correlation between Scores and academic success was -0.07. Students who had high GPA had lower scores and some of the students with low and moderate level of academic success had higher scores. There were few cases where the students had high GPA (above 3 out of 4) and they also scored high in the questionnaire. The same applies to the research conducted in Bahrain, where no relationship was found between academic success and total scores. This supports many studies carried out to test and investigate the relationship between academic success and emotional intelligence. It is in line with Wong et al (2004) research. Wong et al (2004) state that 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) 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. Here national culture plays a minor role in terms of education and emotional intelligence. Its role appears in the behaviors of students and their attitudes and way of thinking. In Bahrain, students are more liberal in their thinking and behavior due to the open culture and freedom. Boys and girls are not segregated like in Oman. Students in Oman are more understanding and courteous when compared to Bahrain.

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) 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 is in line with 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.

However there was a relationship between age and scores (0.24), though not strong, but it indicates that age is somewhat correlated with scores. The older students above 21 had higher scores than the ages of 18 to 21. This supports studies that suggested emotional intelligence increased with age (Drago, 2004; Mayer, Salovey, and Caruso, 2004). They documented that as emotional intelligence increased, academic accomplishments also increased in number and enabling the smooth ability to communicate inspirational and motivational thoughts. On the other hand, as emotional intelligence decreased, oppositional behavior rose. Higher emotional intelligence skills were associated with greater ability and capacity to manage one's own emotions as well as the emotions of other people (Mayer et al, 2004).

**To answer the Fifth question****What are the similarities and differences between the culture in Oman and Bahrain**

The results of the study when compared to a study conducted in Bahrain revealed some similarities in terms of academic achievement and scores but the difference were in terms of correlations. In both studies the results revealed there is not relationship between scores and levels of EI. However, the study conducted in Oman revealed a moderate level of correlation between age and scores, where in the study conducted in Bahrain the correlation was not significant (look at Table 1). There are some similarities in culture in terms of religion, values, beliefs and behavior. The issues that were different was the attitudes of students towards university life. In Oman, due to restrictions on students regarding dress code, behavior, some separation between gender in certain places at the University, students in Oman are exposed at different levels of experiences than the students in Bahrain. The students in Bahrain especially at the College of Business, are more outgoing and they explore and gain experience from the first year. There are no restrictions on dress codes and mixing is allowed between males and females whether in classrooms, eating areas, study or the clubs at the university. In addition to the society and background that students come from. In Oman, its more towards a conservative society, whereas in Bahrain the young generation are very open and are not restricted by certain traditions.

In the study conducted in Oman, most of the students were reluctant to reveal their academic achievement (Grade Point Average) and this is due to the culture, where individuals feel shameful if they are not very successful and find it difficult to talk about their failures or underachievement. In Bahrain, the students had

no difficulty in revealing their GPAs even the low achievers. Upon interviewing students and staff at the University in Oman, the author concluded that it was the culture in Oman that was noticeable among students in not showing or revealing their low achievements even among themselves as students.

**TABLE 1: COMPARISON BETWEEN BAHRAIN AND OMAN**

Comparison between Bahrain and Oman	n= 136 Bahrain	n=201* Oman
Correlation		
Scores & Age	0.038	-0.23
Age & GPA	-0.307	-0.07
Scores & GPA	0.102	0.22
GPA		
Below 2	2.9%	-
2-2.5	25.7%	29%
2.5-3	33.8%	37%
3-3.5	33.6%	21%
Average GPA	2.9	2.67
Average		
Total Scores	24.8	23.7
Maximum Scores	36	35
Minimum	11	12
Average Age	22	21
Max Age	28	25
Min Age	19	18

\* there are missing information in some categories, for GPA n=188

## CONCLUSION AND RECOMMENDATIONS AND SCOPE FOR FURTHER RESEARCH

Emotional intelligence is the life blood of every organization, and is a vital element in human relationships and success at work and in life. Understanding our feelings and emotions, being able to manage them effectively and in turn understanding others' emotions and responding to their concerns is what emotional intelligence is all about. Understanding the levels of emotional intelligence at the university and investigating the role of culture, helps to understand and detect problems and intervene to assist the flow of communication and relationships. That would in turn enable students to better prepare themselves for the future and in dealing with others. The results of the study conducted in Oman revealed a moderate level of emotional intelligence and abilities of students. When comparisons were made to a previous study conducted in Bahrain, subtle cultural differences were uncovered. The students in Bahrain are exposed to different experiences than students in Oman. This proved the existence and influence of culture at the national level though the two countries are part of the Gulf Cooperation Council and within the same region and geographical coverage. However, in both studies, it was further supported that academic success is not directly related to emotional intelligence, where higher achievers had low scores on EI and low achievers had moderate levels of EI.

The study recommends that further extended studies should be carried out to other students in Private universities and in schools to further explore and support this research and make comparisons with other similar studies carried out in the region and elsewhere. Furthermore, it is suggested to also cover the schooling population within the Gulf Region .

## MANAGERIAL IMPLICATIONS OF THE STUDY

The results of the study contributes towards research on culture and adds value to the theory on national culture and cultural differences and similarities within the same region. There is no study conducted within the Gulf Region and specifically on government-owned universities, and that makes it unique on its own and adds to the understanding of cultural settings and context within such institutions. This would contribute towards development in the area of emotional intelligence for the future and develop further studies within the area on other institutions taking this study as a case study. Further, this study will used as a case teaching study by the author and others in the area of organizational behavior.

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## APPENDIX

### 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) 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) 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) 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) Johnny was working in Hotline Department and his job was to handle complaint and answered customer enquiry. However, he did not like his job and so he found another job in a hotel, serving walkin 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) Two managers in your company were hostile and very competitive with each other. You were the head of a department. You were caught at the middle of these two managers because both of them wanted to gain control of your department. This made your department difficult to function normally because there was a lot of confusion in rules and regulations for your department. You will: A. Pretend that you do not know about the competition between the two managers because politics is always unavoidable. You will led 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) 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) 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) 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.



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(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) 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) 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) 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) 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 asked him/her to 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 on scolding you 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 today is very 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. Talk to a colleague or friend to release the bad feeling before starting your work.

(15) Your colleague, Peter, is a very smart person and seems to know a lot. He is able to respond effectively and sensitively towards the people who are 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 all the dirty and 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 hand with them 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 which 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: 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) learn 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

**APPENDIX B**

Age	GPA	Total	Part B	Part A
21	2.4	27	10	17
19	2.8	22	12	10
23	2.9	26	13	13
23	2.62	33	15	18
19	2	14	5	9
22	2.4	25	10	15
22	2.2	26	12	14
22	2.4	23	11	12
20	2.9	23	10	13
22	2.3	34	15	19
22	3	27	13	14
22	2	28	11	17
21	2.7	26	12	14
21	3	20	8	12
23	2.5	32	16	16
21	2.3	21	10	11
22	2.3	29	11	18
22	2.5	27	13	14
21	3.1	22	9	13
23	2.6	31	17	14
23	2	32	15	17
22	2.4	30	14	16
22	2.6	16	7	9
19	3.4	15	7	8
21	2.6	28	15	13
23	3.2	29	13	16
20	3.3	24	11	13
22	2.7	34	16	18
21	2.5	24	10	14
23	2.2	33	15	18
19	2.5	33	19	14
23	2.1	28	13	15
19	2.6	23	10	13
21	2.4	26	11	15
20	3	15	5	10
21	2.3	22	10	12
23	2.7	35	17	18
20	3.1	26	12	14
21	2.8	17	5	12
22	2.3	29	13	16
21	2.9	19	9	10
21	2.6	20	8	12
23	2.4	30	16	14
23	-	34	12	18
22	-	32	16	16
23	-	30	13	17
19	-	13	6	7
22	-	34	18	16
21	-	33	15	18
20	-	14	6	8
20	-	15	6	9
20	2.4	15	8	7
21	2.5	15	5	10
21	2.6	16	8	8
19	2.2	17	9	8
20	3.7	18	11	7
20	-	18	8	10
21	-	18	9	9
20	-	19	9	10
22	2.7	19	13	6

19	3.2	20	11	9
19	3.47	20	8	12
20	2.9	20	6	14
20		20	11	9
19	3.2	21	9	12
21	2.62	21	8	13
21	2.98	21	14	7
23	3	21	14	7
		21	12	9
19	2.67	22	10	12
20	3.4	22	9	13
22	3.2	22	13	9
23	2.3	22	11	11
		22	11	11
18	2.5	23	11	12
19	1.98	23	12	11
19	2.6	23	15	8
21	3.27	23	11	11
21	2.85	23	13	15
21	3.5	23	12	11
	3.85	23	12	11
20	2.1	24	11	13
21	3.1	24	12	12
23	2.7	24	13	11
19	3.1	25	12	13
21	3	25	13	12
22	2.8	25	10	15
19	3.1	26	12	14
20		26	15	11
22	2.5	26	11	15
		26	13	13
19	3.2	27	13	14
21	2.5	27	13	14
23	3.47	28	10	18
23	2.4	28	10	18
22		29	12	17
23	2.3	29	14	15
22	3.3	31	17	14
22	3.57	32	15	17
23	3.3	32	13	19
22	2.43	33	15	18
22	2.39	23	9	14
22	2.4	24	12	12
23	2.4	16	9	7
25	2.2	23	12	11
24	2.4	32	15	17
23	2.19	19	10	9
23	2.14	31	12	19
22	2.5	19	7	12
22	2.52	26	13	13
18	2.8	30	14	16
21	3.4	25	9	16
22	2.8	21	11	10
19	2.68	24	10	14
21	3.65	22	10	12
22	3	31	13	18
22	2.5	22	12	10
22	2.5	24	13	11
23	2.7	23	13	10
21	2.8	19	12	7
20	2.6	18	10	8
25	2.9	21	12	9
22	3	26	13	13
24	3.5	29	15	14
22	2.28	27	12	15
22	2	21	9	12
22	2.7	18	7	11
23	2.8	25	13	12
24	2.6	23	10	13
20	2.74	28	13	15
19	2.7	32	15	17
22	3.2	16	7	9

23	2.7	19	7	12
22	3	26	14	12
22	2.4	18	8	10
20	2.2	23	12	14
19	2.5	24	10	14
23	2	25	10	15
22	2.8	28	13	15
21	2.6	26	14	12
23	2.3	27	13	14
20	2.5	21	12	9
21	2.6	17	9	8
20	2.5	22	9	13
22	2.7	23	11	12
21	2.35	19	9	10
22	3	24	10	14
20	2.85	17	10	7
24	2.8	21	10	11
21	2.4	23	13	10
22	2	23	10	13
20	3.09	25	10	15
21	3.01	21	10	11
23	2.42	20	9	11
20	2.33	23	9	14
20	3.58	21	11	10
19	3.45	17	9	8
19	3.73	22	13	9
22	2.5	22	9	13
21	2.3	28	15	13
22	2.64	22	10	12
22	2.7	19	8	11
23	2.4	22	11	11
21	2.1	28	14	14
23	2.4	25	14	11
21	2.4	21	10	11
22	2.5	22	13	9
22	2.3	23	11	12
21	2.4	22	12	10
22	2.3	24	14	10
23	2.67	28	15	13
22	2.5	31	16	15
18	3.08	33	15	18
21	2.7	29	15	14
22	2.7	25	15	10
21	-	22	11	11
21	-	0	0	0
24	2.9	27	12	15
22	-	20	9	11
22	2.8	22	8	14
24	2.4	12	12	0
25	3.21	21	11	10
23	2.61	31	16	15
23	2.5	20	8	12
23	2.1	24	14	9
21	2.61	21	12	9
22	-	13	0	13
22	2	23	11	12
23	-	25	12	13
21	2.5	24	11	13
23	2.3	28	11	17
19	3.8	27	16	11
24	2.14	24	8	16
23	2.5	25	14	11
22	2.2	31	12	19
21	-	18	9	9
19	2.6	26	12	14
22	2.5	22	10	12
20	2.4	28	13	15
20	2.2	23	10	13
24	2.8	21	9	12

## APPENDIX C

TABLE 1.1: PERCENTAGE OF STUDENTS' SCORES IN BAHRAIN

Score	% of respondents
36	1
33	2.2
32	2.9
31	4.4
30	4.4
29	4.4
28	4.4
27	10.2
26	11
25	7.3
24	8.8
23	9.5
22	7.3
20	3.6
19	1.4
18	2.9
17	1.4
13	1.4
12	1
11	1

TABLE 1.2: PERCENTAGE OF STUDENTS' SCORES IN OMAN

Total Scores	% Respondents
34	1.9%
33	2.9%
32	3.4%
31	3.4%
30	1.9%
29	3.4%
28	5.9%
27	4.4%
26	6.9%
25	5.9%
24	6.9%
23	10.9%
22	9.9%
21	8.4%
20	4.4%
19	4.4%
18	3.4%
17	2.4%
16	1.9%
15	2.4%
(12-14)	2.4%



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