Emotional Intelligence and its Relationship with Happiness for Egyptian and Gulf Female University Students

"A Cross – Cultural Study"

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Abstract:

The present study examined the relationship between emotional intelligence and happiness. Further, it was to explore the differences in both of these two variables between Egyptian and Gulf Female University Students. The sample consisted of two groups, the first was Egyptian Female University Students (n=100 female), and the second one was Gulf Female University Students (n=100 female), their ages were ranged between 19-23 years old from the University of 6 October in Egypt. The Bar – On Emotional Quotient Inventory and the Oxford Happiness Inventory were administered. The results indicated that there were positive correlations between emotional intelligence and happiness for study groups and the total sample. Further, it indicated that the Egyptian female University Students are more emotional intelligence and happiness than Gulf female university students. The results of this study are consistent with the previous studies. Further recommendation and future research studies required.

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Introduction

Bar - On (1997:14) has defined emotional intelligence as some non cognitive abilities, competencies, skills that affect the individual's ability of success in life. As well as Bar - On (1997, 2000) identified five major areas that may contribute to Success in life including intrapersonal functioning (the ability to be aware of and understand one's emotions, feelings, and ideas), interpersonal skills (the ability to be aware of and understand others' emotions and feelings), adaptability (the ability to be flexible and alter one's feelings with changing situations), stress management (the ability to cope with stress and control emotions), and general mood (the ability to feel and express positive emotions and remain optimistic). Finally, general mood iii thee fifth domain this area include~ happiness and optimism, two traits 'commonly viewed as personality characteristics. Some of Bar – On's (I997) emotional intelligence components may be labeled mental abilities (e.g., emotional self - awareness and problem solving), and other components appear to be more

personality based (e.g." adaptability and optimism).

On other side, happiness has at least three components: positive affect, negative affect and cognitive variables such as satisfaction with life. Positive affect correlates strongly with extraversion and negative affect with neuroticism. Most measures of happiness also correlate positively with extraversion. A series of studies employing the Oxford Happiness Inventory has begun to map the correlates of this operational definition of happiness (Argyle, Martin & Lu, 1995). For example, positive predictors of happiness~ have been identified as social competence (Argyle & Lu, 1990), social skills and cooperativeness (Lu & Argyle, 199 I), satisfaction with relationships with people from whom support had been received (Lu & Argyle, 1992) and engagement in a serious leisure activity (Lu and Argyle, 1993) found an inverse relationship between happiness and the total time spent watching television. Other studies have reported significant relationships between happiness and self esteem (Lu & Argyle, 1994), coping styles (Rim, 1993), locus of control (Noor, 1993) and religiosity (Robbins & Francis, 1996), (Francis 1999: 5-6).

There are many studies that have dealt with the relationship between emotional intelligence and happiness. Chamorro, *et al* (2007) examined the relationship between the Big Five personality traits (Gosling, *et al.;* 2003), trait emotional

intelligence (EI) (Petrides & Fumham, 200 1) and happiness (Argyle, *et al.*, 1989) in a sample of 112 (61 female) student and non - student participants. Strong dispositional determinants of happiness were identified. In line with previous findings, four of the Big Five, namely stability, extraversion, conscientiousness, and agreeableness, were positively correlated with both happiness and trait emotional intelligence which explained 18% of unique variance. (Over and above age and the big five) in happiness. Furthermore, a significant amount of shared variance between happiness and the Big Five was explained by trait emotion intelligence, which partly mediated the paths from stability and conscientiousness to happiness, and fully mediated the link between agreeableness and happiness.

Gallagher & Vella Brodrick (2006) examined the predictive value of social support and emotional intelligence {EI), and their interaction effects, on subjective well being (SWB) beyond variance already explained by personality and sociodemographic variables. Participants were 267 adults (196 female) who anonymously completed measures of satisfaction with life, positive and negative affect, social support, emotional intelligence, personality and social desirability. Exploratory

Hierarchical multiple regression analyses showed that SS and EI, and their interaction effects, significantly predicted SWB, and explained 44%, 50% and 50% of the variance in SWL, positive affect (P A), and negative affect (NA) respectively.

Austin, *et al.,* (2005) tried to discuss the variables associated with

emotional intelligence (El), personality, alexithymia, life satisfaction, social support and health related measures are assessed in Canadian (N = 500) and Scottish (N = 204) groups. The results of these analyses indicated that emotion intelligence is more strongly associated than personality with social network size, but social network quality, life satisfaction are more strongly related to personality.

Fumham & Christoforou (2007) re-examine the predictors of self - reported trait happiness as measured by the Oxford Happiness Inventory (OBI). This study demonstrated that high trait El and extraversion are predictive of overall happiness and most happiness types proposed, although other factors, like religiousness, are also important.

Further, there are many trails to examine the effect of culture upon emotional intelligence and happiness. Parker,

et al., (2005) examined the generalizability of the youth form of a widely used self . - report measure of El (EQ-I: YV) in a sample of 384 aboriginal youth from several rural areas in Canada (mean age = 12.5 years). This sample was matched (by age and gender) with a second rural Canadian sample of non - aboriginal youth (N = 384). The four _ factor model for the measure (separate dimensions for interpersonal, intrapersonal, adaptability, and stress management abilities) was tested using confirmatory factor analysis with both samples. Results are discussed in the context of El as a vulnerability factor for a number of health- related problems in children and adolescents.

Petrides *et al.,* (2010) investigated the relationships between trait emotional intelligence (trait El; TEIQue - SF) and the Big Five personality dimensions (NEO - FFI) in two Dutch samples. Results were consistent with studies conducted with the full forms of the inventories in North America and Britain. Neuroticism was the strongest correlate of trait emotion intelligence in both samples, followed by Extraversion, Conscientiousness, Agreeableness, and Openness. Regression analyses confirmed that the overlap between trait emotion intelligence and the higher - order personality dimensions exceeds 50%, even when the constructs are operationalized via shortened assessments. These results are not only fully in line with trait EI theory; but also support the cross cultural validity of the emotional quotient inventory, and its suitability for the rapid assessment of global trait El and its four constituent factors.

Ekermans, *et al.,* (2011) examined the measurement invariance (i.e., omnibus, configurable, metric and scalar) of the Bar — On's Emotional Quotient Inventory (Bar - On, 2002) over two workplace (Australia, N = 350 and South Africa,N = 356) and two student samples (Canadian, N = 350 and Scottish, N = 238). The Vandenberg and Lance (2000) approach to measurement invariance was used. Differential item functioning (DIF) was investigated with the 2- way ANOV A approach (Van de Vijver & Leung, 1997). Evidence of configurable and metric, but not scalar or omnibus invariance, was found over both sets of analyses. Implications for cross - cultural assessment with the EQ-i: S is discussed.

Uchida, *et al.,* (2004) identified substantial cultural variations in (I)

cultural meanings of happiness, (2) motivations underlying happiness, and (3) predictors of happiness. Specifically, in North American cultural contexts, happiness tends to be defined in terms of personal achievement. Individuals engaging in these cultures are motivated to maximize the experience of positive affect.

Moreover, happiness is best predicated by self - esteem. In contrast, in East Asian cultural contexts, happiness tends to be defined in terms of interpersonal connectedness. Individuals engaging in these cultures are motivated to maintain a balance between positive and negative affects. Moreover, happiness is best predicted by perceived embeddedness of the self in a social relationship.

Lou & Gilmour (200 I) directly examined the relationships between cultural values and experiences of happiness in 2 samples, by using a measurement of values derived from Chinese culture and a measurement of subjective well - being balanced for sources of happiness salient in both the East and the West. The participants were university students - 439 from an Easten culture (Taiwan) and 344 from a Western culture (the United Kingdom). Although general patterns were similar in the 2 samples, the relationships between values and happiness were stronger in the Taiwanese sample than in the British sample. The values social integration and human _ heartedness had culture - dependent effects on happiness, whereas the value Confucian work dynamism had a culture - general effect on happiness.

Deiner *et al* (2003) asserted that subjective well- being (SWB), people's emotional and cognitive evaluations of their lives includes what lay people call happiness, peace, fulfillment, and life satisfaction. Personality dispositions such as extraversion, neuroticism, and self - esteem can markedly influence levels of SWB. Although personality can explain a significant amount of the variability in SWB, life circumstances also influence long _ term levels. Cultural variables explain differences in mean levels of SWB and appear to be due to objective factors such as wealth, to norms dictating appropriate feelings and how important SWB is considered to be, and to the relative approach versus avoidance tendencies of societies. Culture can also moderate which variables most influence SWB. Although it is challenging to assess SWB across societies, the measures have some degree of cross - cultural validity.

Few cross - cultural researches are administered in some Arab countries such as Egypt and Gulf countries. So, the current study tries to shed light upon the relationship between emotional intelligence and happiness among Egyptian and Gulf female students. Also the current study tries to examine the differences between Egyptian and Gulf female students. Generally, the study tries to test the following hypothesis:

(I) There is a statistically significant positive correlation between emotional intelligence and happiness between Egyptian and Gulffemale students.

(2) There are statistically significant differences in emotional intelligence between Egyptian and Gulffemale students.

(3) There are statistically significant differences in happiness between Egyptian and Gulf female students.

METHOD

The aim of the present study was to find out the relationship between emotional intelligence and happiness for Egyptian and Gulf female university students whom enrolled in 6 October University in Egypt, each group consisted of 100 female students, and their. ages ranged between 19 and 23 Years old (M = 22.723 I, SD = ± 2.7326).

The Bar - On's Emotional Quotient Inventory (1997) was administered after it was translated into Arabic language by Alam (2001), and its psychometric characteristics was computed.

The Bar One's Emotional Quotient Inventory consists of five main dimensions as the fOllowing **Intrapersonal,** which included self awareness (n = 8 items), assertiveness (n = 7 items), self regard (n = 9 items), self actualization (n = items), and independence (n = 7 items), **Interpersonal relationships,** which included empathy (n = 8 items),

social responsible (n = 9 items), and social relationship (n = I I items); Stress **management,** which included stress tolerance '(n = 9 items), and impulse control (n 9 items); **Adaptability,** which included reality testing (n = 10 items), Flexibility (n

= 8 items), and problem solving (n = 8 items); and General mood, which included happiness (n = 9 items), and optimism (n = 8 items), each scored on a five _ point scale. Further, it included positive and negative items.

The Oxford Happiness Inventory was developed by Argyle, Martin and Crosland (1989) as a counter to measures of depression by reversing 21 items in the Beck Depression Inventory (BDI) (Beck, *et al.,* 1961) and adding 11 items to cover other aspects of subjective well - being. The final form of their measure has 29 items, each scored on a four - point scale from "I do not feel happy" through to "I feel fairly happy" and "I am very happy" to "I am incredibly happy. '

Argyle, *et al.,* (1989) report an internal reliability of 0.90 using alpha (Cronbach, 1951), and a 7 - week test - retest reliability of 0.78. The concurrent validity of 0.43 was established concurrent validity of 0.43 was established happiness rating by friends.

Construct validity was established against recognized measures of the three hypothesized components of happiness showing correlations of +0.32 with the positive affect scale of Bradburn Balanced Affect measure (Bradburn, 1969), -0.52 with Beck Depression Inventory, and +0.57 with Argyle's life satisfaction index.

The Oxford Happiness Inventory was translated into Arabic Language by the current researcher and its internal reliability was 0.87

using alpha, and a 4 _ week test - retest reliability was 0.75The data were analyzed by the SPSS statistical package (SPSS Inc., 1988) using the correlation and t - test.

RESULTS

Table I presents the correlation coefficients between emotional intelligence and happiness for Egyptian and Gulf female students. university

Table I: The correlation between emotional intelligence and happiness for female university students

Happiness

Sclaes	Egyptian female (N=100)		Gulf female (N = 100)		Total sample (N = 200)	
	r		r	p<	r	p<
Intrapersonal	0.3813	0.001	0.3721	0.001	0.4152	0.001
Self-awareness	0.3221	0.001	0.3432	0.001	0.3981	0.001
Assertiveness	0.4112	0.001	0.3941	0.001	0.3782	0.001
Self-regard	0.3832	0.001	0.3562	0.001	0.3871	0.001
Self-actualization	0.4251	0.001	0.4071	0.001	0.4152	0.001
Independence	0.3634	0.001	0.3346	0.001	0.4012	0.001
Interpersonal relationships	0.4341	0.001	0.3839	0.001	0.3916	0.001
Empathy	0.3632	0.001	0.3423	0.001	0.3627	0.001
Social responsible	0.4423	0.001	0.3756	0.001	0.3819	0.001
Social relationships	0.3901	0.001	0.3842	0.001	0.4051	0.001
Stress Management	0,3821	0.001	0.3738	0.001	0.4216	0.001
Stress tolerance	0.3631	0.001	0.3546	0.001	0.3978	0.001
Impulse control	0.4151	0.001	0.3851	0.001	0.4167	0.001
Adaptability	0.4426	0.001	0,4115	0.001	9,4069	0.001
Reality testing	0.3937	0.001	0.3823	0.001	0.4078	0.001
Flexibility	0.4517	0.001	0.4132	0.001	0.4236	0.001
Problem solving	0.4225	0.001	0.3861	0.001	0.4169	0.001
General mood	0.5115	0.001	0.4952	0.001	0.4239	0.001
Optimism	0.4936	0.001	0.4463	0.001	0.4178	0.001
Happiness	0.5561	0.001	0.5173	0.001	0.5267	0.001
Emotional intelligence	0.4617	0.001	0.4363	0.001	0.4567	0.001

Table I presents the correlation coefficients between emotional

intelligence and happiness for Egyptian female students, Gulf female

students and the total sample. The results indicated that all correlation coefficients between emotional intelligence and happiness are statistically

significant for Egyptian female students, Gulf female students, and the total sample.

Table 2 presents the mean and standard deviation and t _ test in

Emotional intelligence and happiness   between Egyptian and Gulf

University female students.

Table 2 Means, standard Deviation and t ratio in emotional

intelligence and happiness between Egyptian and Gulf

University female students

Scales	Egyptian females (N =100)		Gulf females (N = 100)			
	Mea	SD	Mean	SD	t	P<'
Intrapersonal	126.56	6.9798	118.2122	7.7178	7.9893	0.001
Self-awareness	23.123	1.5721	22.2756	1.6723	3.6791	0.001
Assertiveness	25.96	4.3156	23.4651	4.9861	3.7349	0.001
Self-regard	26.231	3.1261	25.1391	3.0167	2.5040	0.001
Self-actualization	28.78	3.4687	26.9866	3.1393	3.8328	0.001
Independence	32.45	3.5634	20.3458	3.9566	3.9489	0.001
Interpersonal relationships	77.38	6.1198	72.9715	7.3897	4.5796	0.001
Empathy	24.00	3.3289	21.7387	3.1133	4.9393	0.001
Social responsible	26.16	3.9113	24.4567	3.9102	3.0801	0.001
Social relationships	27.21	3.7238	26.7761	3.8187	0.8265	0.001
Stress Management	54.82	4.7569	51.2137	4.3979	5.5526	0.001
Stress tolerance	28.11	3.6701	25.2314	3.1113	5.9640	0.001
Impulse control	26.71	3.3482	25.9823	3.0004	1.5914	n.s
Adaptability	83.90	6.0398	77.8515	6.9138	6.5598	0.001
Reali ty testing	30.14	3.5730	27.7342	3.6116	4.7227	0.001
Flexibility	27.72	3.1679	25.3981	3.7901	4.7071	0.001
Problem solving	26.03	3.4513	24.7192	3.4151	2.6883	0.001

General mood	59.44	5.9155	54.4876	5.6711	6.0242	0.001
Optimism	29.09	3.9879	26.7519	3.1199	4.6076	0.001
Happiness	30.35	3.7613	27.7357	3.9009	4.8048	0.001
Emotional Intelligence	402.1	9.7989	374.7365	11.1285	18.3874	0.001
Happiness	72.198	3.0978	68.4978	3.9871	7.2928	0.0

Table 2 presents the differences in emotional intelligence and happiness between Egyptian female students and Gulf female students. The results indicated that Egyptian female students are more emotional intelligence and happiness than Gulf female students.

CONCLUSION

Two primary conclusions, emerge from this study. It is clear that there are statistically significant correlations between emotional intelligence for Egyptian female university students, Gulf female university students, and the total sample. Therefore these results are consistent with the results of previous studies (Austin, *et al.*, *2005* Fierro 2006 Chamorro, *et al* 2007 Fumham & Christoforou 2007) which indicated that there are positive correlation between emotional intelligence and happiness. It is also clear that there are statistically significant differences in both of emotional intelligence and happiness between Egyptian and Gulf female university students. As well it indicated that Egyptian female university students are more emotional intelligence and happiness than Gulffemale university students. These results are consistent with the previous studies (Petrides *et al2010*; Ekermans *et al* 200 I Uchida, *et al* 2004 Luo & Gilmour, 200 I. Deiner *et al* 2003) which indicated the effect of culture on the emotional intelligence and happiness.

It can be recommended that emotional intelligence and happiness are very important variables to improve the quality of life for students, although further studies of the correlation between emotional intelligence and happiness among other groups and in other cultural contexts are require

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الذكاء الوجداني وعلاقته بالسعادة لدى طالبات الجامعة
المصريات والخليجيات
" دراسة عبر ثقافية "

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الملخص

هدف البحث : الكشف عن العلاقة بين الذكاء الوجداني والسعادة والفروق فــى كــل مــن المتغيرين بين طالبات الجامعة المصريات والخليجيات . وقد تكونت العينــة مــن مجمـوعتين ، إحدهما مائة طالبة مصرية ، والثانية مائة طالبة خليجية ، ممن تراوحت أعمارهن من

19-23 سنة من طالبات جامعة 6 أكتوبر . وقد تم تطبيق مقياس بار – أون للذكاء الوجداني ، ومقياس أكسفورد للسعادة . وأنتهت النتائج إلى وجود علاقات موجبة بين الذكاء الوجداني والسعاده سواء لمجموعات البحث أم للمجموعة الكلية . إضافة إلى هذا ، أوضــحت النتـائج أن طالبــات الجامعة المصريات أكثر ذكاءاً وجدانياً ، وأكثر سعادة من الخليجيات. وقد تبين أن نتــائج البحــث تتسق مع نتائج ما إنتهت إليه نتائج البحوث السابقة . وإلى جانب هذا تم تقديم بعض التوصـيات ، وإقتراح بعض البحوث المستقبلية .