

# **Emotional Intelligence, Students' Attitudes towards Life and the Attainment of Education Goals: An Exploratory Study in Hong Kong\*\***

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Emotional Intelligence has been a hot topic for both parents and educators in Hong Kong in recent years. Conceptually, emotional intelligence should be related to students' life satisfaction, positive attitudes towards life, and the attainment of various education goals. However, despite its growing popularity, there is relatively little empirical evidence showing these relationships. The purpose of the present study is to provide some empirical evidence to examine these effects in Hong Kong. A group of 30 university students helped generate emotional intelligence items and 20 of these items were selected empirically from the responses of another 100 university students. Then a sample of 225 sixth formers completed a questionnaire which measured their perceived emotional intelligence, life satisfaction, and powerlessness in their lives. Their form masters evaluated their performance in moral and social development. Attainment in intellectual education of these students was estimated by their HKCEE results. As expected, results indicated that emotional intelligence is positively related to life satisfaction, and performance in moral, social and intellectual development. It is also negatively related to powerlessness in life. Limitations for this study and implications for future emotional intelligence research are discussed.

## **情緒智商、生活滿足感及教育目標：一個香港的探索性研究**

近年情緒智商成為香港的家長和教育工作者的熱門話題，理論上，學生的情緒智商應與其生活滿足感、正面的生活態度及不同的教育目標有關，但有關的實微證據則不多，本研究的目的是在香港探索這幾個概念的關係，我們先以三十名大學生提供情緒智商的測量項目，然後以一百名大學生的資料選取其中最佳的二十項，接著我們請 225 名預科生回答問卷，而他們的班主任則評估他們在德育和群育的表現，智育表現則以他們中學會考成績為指標，結果證明情緒智商與生活滿足感、生活態度、德、群和智育有關。最後，我們討論了本研究的限制及未來研究的方向。

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Emotional Intelligence (EI) has been a hot topic for both parents and educators in Hong Kong in recent years. Many parents have sent their children to various EI training courses after school and some primary schools have even incorporated EI training in their school curriculum. For example, there is an institute-school program initiated by ‘Hiphang’, a collaborative network of the Hong Kong Institute of Education and local schools. The Department of Educational Management and Professional Support and 14 local primary schools organized an education camp in the summer of 1999 to provide student leadership training to more than 200 senior primary pupils. This training program that applied the EI concept, was sponsored by the Quality Education Fund and most of the camping activities were devised by experts, lecturers and school teachers (Wong & Kwok, 2001). Specifically, the 14 primary schools nominated students in primary five and six with leadership potentials to the education camp. Training activities, designed according to EI and leadership abilities, were conducted. These students would be observed and evaluated during the following years to see how these training activities help develop their EI and leadership abilities.

Other similar attempts of applying the concept of EI to enhance students’ all-rounded developments are also evident. In an interview with a group of local primary and secondary school principals, it is noted that there are examples of schools to adopt Gardner’s (1993) ideas of multiple intelligences as guiding principles in developing their school curriculum and extra-curricula activities. There are also studies and programs focusing on relationships between individual components of EI and developments of studies (歐陽綺文, 1996; 余德淳, 1997).

Despite the growing popularity and cultivation of the EI concept into educational practice, and unlike other parts of the world where there are lots of EI studies (e.g., Gore, 2000; Bar-On & Parker, 2000; Bodine & Crawford, 1999; Finley, 2000), there is little local

empirical evidence directly relating the concept of EI to students' performance or developments. The purpose of this study therefore attempts to enrich the understanding of EI in the local context by examining the relationships between EI and students' life satisfaction, and their attainment of education goals in Hong Kong.

### ***Emotional Intelligence and Its Major Dimensions***

Psychologists uncover "intelligences" and group them mainly into three clusters namely, abstract intelligence, concrete intelligence and social intelligence (Young, 1996). EI has its roots in the concept of "social intelligence" first identified by Thorndike in 1920. Thorndike defined social intelligence as "the ability to understand and manage men and women, boys and girls – to act wisely in human relations." Similarly, Sternberg (1983, 1985) argued that human intelligence could be classified in three major components, namely analytical intelligence, creative intelligence, and social and practical intelligence. Gardner (1993) further includes inter- and intrapersonal intelligences in his theory of multiple intelligences. According to him, the two intelligences comprise social intelligence.

Salovey and Mayer (1990) defines EI as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action." More recently, Mayer and Salovey (1997) modifies this definition as "the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (p. 10). Similarly, Goleman who makes the EI concept popular because of his book published in 1995 adopts a five-dimension definition of which four of them are similar to the abilities proposed by Mayer and Salovey. These four dimensions of EI are in perfect agreement with a recent review of the EI literature conducted by Davies, Stankov and Roberts (1998). Specifically, the following four EI dimensions appear to be common to the definitions provided by different EI researchers such as Mayer and Salovey, Goleman, and

Davies, et al.:

(1) Appraisal and expression of emotion in the self

This relates to the individual's ability to understand his/her emotion deep inside and be able to express this emotion naturally. People who are high in this ability will sense their emotion deep inside and acknowledge them well ahead of other. In Goleman's (1995) term, this dimension is labeled as "Knowing one's emotions". Goleman described it as, "Self-awareness – recognizing a feeling as it happens – is the keystone of emotional intelligence....the ability to monitor feelings from moment to moment is crucial to psychological insight and self-understanding. An inability to notice our true feelings leaves us at their mercy. People with greater certainty about their feelings are better pilots of their lives, having a sure sense of how they really feel about personal decisions from whom to marry to what job to take." (p. 10).

(2) Appraisal and recognition of emotion in others

This relates to the individual's ability to feel and understand the emotion of people around them. People who are high in this ability will be much more sensitive to the feelings of emotions of others as well as reading their minds. In Goleman's (1995) term, this dimension is labeled as "Recognizing emotions in others". Goleman described it as, "Empathy, another ability that builds on emotional self-awareness, is the fundamental "people skill"....People who are empathic are more attuned to the subtle social signals that indicate what others need or want. This makes them better at callings such as the caring professions, teaching, sales, and management." (p. 10).

(3) Regulation of emotion in the self and others

This relates to the ability of a person to regulate his/her emotion when s/he is in bad psychological mood. A person high in this ability would be able to bounce back more quickly during psychological distress. This dimension is sometimes interpreted as "self-

motivation” or the ability of a person to be self-encouraging and motivate oneself. In Goleman’s (1995) term, this dimension is labeled as “Managing emotions”. Goleman described it as, “Handling feelings so they are appropriate is an ability that builds on self-awareness....People who are poor in this ability are constantly battling feelings of distress, while those who excel in it can bounce back far more quickly from life’s setbacks and upsets.” (p. 10).

(4) Use of emotion to facilitate performance

This relates to the ability of the person to make use of their emotions and direct them towards constructive activities and personal performance. A person who has high ability in this aspect would be able to keep their behaviors under control when they are extremely happy or unhappy. In Goleman’s (1995) term, this dimension is labeled as “Motivating oneself”. Goleman described it as, “...marshaling emotions in the service of a goal is essential for paying attention, for self-motivation and mastery, and for creativity. Emotional self-control – delaying gratification and stifling impulsiveness – underlies accomplishment of every sort. And being able to get into the “flow” state enables outstanding performance of all kinds. People who have this skill tend to be more highly productive and effective in whatever they undertake.” (p. 10)

On top of these four dimensions of EI, we would like to include a fifth dimension which, we think, is an important domain of the EI construct. Goleman (1995) added the ability of a person to handle relationship as an independent dimension of the EI construct. Goleman described it as, “The art of relationships is, in large part, skill in managing emotions in others....These are the abilities that undergird popularity, leadership, and interpersonal effectiveness. People who excel in these skills do well at anything that relies on interacting smoothly with others; they are social stars.” (p. 10). Since EI originates from the construct of social intelligence and the ability to form and handle relationship should be an important

indicator of whether an individual is socially intelligent. This also agrees with the intrapersonal and interpersonal classification of social intelligence used by Gardner (1993). While “knowing one’s emotion,” “managing one’s emotion,” and “regulating one’s emotion” all concern with the person’s ability to deal with emotions from within, “recognizing emotions in others” concerns with the person’s ability to deal with others. The inclusion of “handling interpersonal relationships” completes the “interpersonal intelligence” portion and makes the domain of the EI construct more well-defined. In a logical sense, a person who has good understanding of his/her emotions, and be able to regulate and motivate himself/herself would also have a high chance of having good social relationship with others. As a result, we include this fifth dimension into our definition of the EI construct:

(5) Handling interpersonal relationships

This relates to the person’s ability to handle their relationship with others. A person who is high in this ability will be appreciated by his/her friends and well-received by others. They would interact smoothly with others by handling the emotions that arise during interpersonal interactions.

In contrast to other intelligences, Goleman and many other researchers believe that training can enhance EI. According to Young (1996) and Goleman (1995), in the USA, grade school teachers have been teaching the rudiments of EI since 1978. For examples, the development of the Self Science Curriculum and the teaching of classes such as “social development”, “social and emotional learning” and “personal intelligence ” all aimed at raising the level of social and emotional competence. In 1990s in particular, various EI training techniques and programs for family and school education have been developed (e.g., Shapiro, 1997). Social scientists also begin to uncover the relationship of EI to other phenomena such as leadership (Ashforth & Humphrey, 1995), group performance (Williams & Sternberg, 1988), individual performance, interpersonal/social exchange, managing change

and conducting performance evaluation (Goleman, 1995). Goleman (1995) therefore contends that “emotional intelligence, the skills that help people harmonize should become increasingly valued as a workplace asset in the years to come”.

In the past few years, a lot of education researchers have argued that enhancing students' EI will enhance students' abilities in learning. For examples, Henley and Long (1999) showed that helping impulsive-aggressive youth who are devoid of EI could enhance their self-control and subsequent effectiveness in learning. Bocchina (1999) argued that students with better skills to understand and manage emotions may be more effective to learn from their experience because they have better sense of self-coaching. Lapidus (1998) showed that a program aimed at developing children's EI could enhance their readiness for learning. However, there is some reservation about the application of EI at the school environment. For example, McCluskey (1997) argues that given the current educational paradigm, such “skills” will hardly be effectively developed in schools. Thus, more related empirical studies on EI are still needed before its wider use in school.

The application of the EI concept in the school environment is even more preliminary in Hong Kong. It is the purpose of this study to contribute to a better understanding of the effects of EI on students by providing more empirical evidence in the local context.

#### ***Attitudes towards Life and Attainment of Education Goals***

This study attempts to study the correlation between EI and (1) students' attitudes towards life and (2) students' attainment of education goals in Hong Kong. These two relationships are chosen for study because of two major reasons. First, by nature of its meaning as explained below in the section of Research Questions, EI should be related to these two groups of variables. Second, the relationships between EI and these variables are of utmost importance to parents, schools and government administrators in aspects ranging from training program or curriculum design to policy making in education. If EI is positively related to students' life satisfaction and attitude, and attainment of some education goals, it is

worthwhile for more effort in searching or designing effective EI training programs for students.

For students' attitudes towards life, this study concentrates on two variables, namely life satisfaction and feeling of powerlessness in life. Life satisfaction has received a lot of research attention in the education literature. This is an important variable in education because it is related to students' psychological well-being (e.g., Hermon & Hazler, 1999; Simpson et al., 1996), social relationships and self-concepts (e.g., Benjamin & Hollings, 1997; Leung & Leung, 1992). In recent years, there appears to be a consensus of the Hong Kong community that it is important to foster a happy learning experience for students. In other words, education reform should ensure a satisfactory attitude of students towards their learning experience and their lives. Another attitudinal variable that has received a lot of research attention in the education literature is the students' feeling of powerlessness towards their lives. As described by Pearlin and Schooler (1978), powerlessness is the extent to which one regards one's life-chances as being fatalistically ruled in contrast to as being under one's own control. This is an indicator of alienation and isolation in life mastery that may influence students' sense of belonging to their community (e.g., Shoho, 1996), drug/alcohol abuse (e.g., Nam, 1994), and the negative emotions of sadness and fear (e.g., Roseman et al., 1995).

As for the ideal goals of education, there is little debate among scholars in the field that good education should be balanced, taking care of the overall development of students in various aspects. That is why Bloom's (1956, 1964) three domains in education namely, cognitive, affective and psychomotor are identified and frequently elaborated in related western literature. On the other hand, Chinese educators usually like to advocate students' development in terms of five domains namely, moral, intellectual, physical, social, and aesthetic (Huang, 1992). In Hong Kong, the Special Administrative Region Government



follows the line of thinking of the Chinese scholars and the five domains are claimed in most of the official documents as her aims of education (Education Commission, 1999; Quality Education Fund, 1999). In other words, the goals of education should include students' development in moral, intellectual, physical, social and aesthetic domains.

### **Research Questions**

Conceptually speaking, one's EI level should be related to one's life satisfaction and one's positive attitude towards life because people with high EI are able to (1) motivate themselves to make their life more productive (self-motivation), (2) better control their negative emotions (control and regulation of emotions), and (3) enjoy better interpersonal relationships. For life satisfaction, proponents of EI have argued that it should be positively related to EI and several empirical studies conducted in western countries have provided evidence for this positive relationship (e.g., Ciarrochi, et al., 2000; Martinez-Pons, 1997; Rockhill & Greener, 1999). Similarly, EI should be related to one's feeling of powerlessness in life mastery. According to the definitions of various EI dimensions, people with high EI (1) are better pilots of their lives and have a sure sense of how they really feel about personal decisions (i.e., knowing one's emotions); (2) can bounce back far more quickly from life's setbacks and upsets (i.e., managing emotions); and (3) do well at anything that relies on interacting smoothly with others (i.e., handling emotions in interpersonal relationships). In other words, individuals with high EI will enjoy better relationships with others, have a better control over their own life, and be able to keep away from bad emotions and feelings. Thus, conceptually, EI should be negatively related to the feeling of powerlessness in life mastery. In short, EI should have positive and negative relationships with life satisfaction and powerlessness in life mastery, respectively.

For attainment of education goals, EI seems to be beneficial at least to the moral, intellectual and social domains in conceptual sense. First, students with high EI may perform

better on moral development because they are more aware of their own needs and are able to control their impulsive emotions and behaviors. They are both sensitive to their own emotions and others' feelings and easier to show empathy to other people. Thus, they may have "high self-esteem, positive self-concept and strength of character to resist various temptations of the society" (definition of moral development by the Quality Education Fund, 1999). Second, high EI students are able to motivate themselves and concentrate on their normal study because they are better in delaying gratification and stifling impulsiveness. These students can focus on their studies when it is necessary for them to do so. For examples, they can better concentrate and motivate themselves when they are doing homework or studying for their examinations. Therefore, they may perform better in intellectual development, especially when academic results are used as indicator of intellectual development. Finally, as high EI students can control their temper in a more appropriate way, being more sensitive to others' feelings, and have better interpersonal skills, they will have better relationships with people around them. Thus, they may perform better in social development.

To summarize, our research questions can be represented by the two hypotheses. The first hypothesis states that students' EI is positively related to their attitudes towards their lives, while the second hypothesis states that students' EI is positively related to their attainment of education goals in moral, social and intellectual domains.

## **Method**

### **Development of the Emotional Intelligence Items**

The first step of this study was to develop a workable EI measure for Hong Kong students. There are some existing measures of EI but they do not appear to be suitable for studying students in Hong Kong. For examples, Carson, Carson and Philips (1997) developed a 14-items measure of Goleman's five EI dimensions and Carson and Carson

(1998) used this measure in examining the relationship between EI and career commitment in a sample of 75 nurses. Salovey, Mayer, Goldman, Turvey, and Palfai (1995) developed a thirty-item Trait Meta-Mood Scale and Martinex-Pons (1997) has used this measure on 108 parents, teachers, and administrators in two public elementary schools. Mayer, Salovey, and Caruso (1997) developed an EI measure that required respondents to react to various types of items in a computer program. It took more than an hour for the respondents to complete the measure and the psychometric properties of this measure have not been reported. A more comprehensive review of the existing measures is reported by Davies et al. (1998). For all the existing measures, they are developed in Western countries and many measurement items may be culturally specific. It is not clear whether these measures will be applicable to Chinese students. For example, the computer program developed by Mayer et al. (1997) contains different types of emotions described in English terms and Western music in assessing respondents' recognition and management of emotions. These English terms and music may be unfamiliar to Hong Kong students. Thus, it is necessary to develop a workable EI measure for Hong Kong students.

To develop an usable EI measure for Hong Kong students, a group of 30 university students in Hong Kong was invited to participate in this study. They were explained about the concept of EI and given the chance to raise questions and to discuss about the exact meaning of various EI dimensions. Then they were asked to write descriptive statements, behavior and activities that could differentiate students with high EI according to the definition of EI. The advantage of using students to generate items is that resulting statements could be easily understood by the student population that we want to study. The face validity of the items generated was examined by the authors of this study. After combining similar statements and deleting statements that were too specific, e.g., a high emotional intelligent person is able to clam down his/her younger brother's temper while

maintaining a good relationship with him, 50 items remained. Another group of 100 university students was invited to complete a questionnaire. The questionnaire contained the 50 EI items and the two criterion variables specified in our first hypothesis. The first criterion variable was the 9-item life satisfaction measure constructed by Campbell, Converse and Rodgers (1976) which is hypothesized to be positively related to EI. The second criterion variable was the 7-item powerlessness (towards one's own life) measure by Pearlin and Schooler (1978) which is hypothesized to be negatively related to EI. The response format for life satisfaction and powerlessness items was 7-point Likert-type scale, while the response format for the EI items was 5-point Likert-type scale.

Since we are interested in developing an overall EI measure at this exploratory stage, the item-to-total (i.e., the summation score of all the 50 items) correlations were calculated for all the 50 EI items in order to select the most useful items. The reliability estimate, i.e., the coefficient alpha and the relationship between EI and the two criteria were compared for (1) all the 50 items, and (2) the 20 items with the largest item-to-total correlations. Results were very similar both in terms of reliability estimates and the expected relationships with the two criteria. Thus we concluded that the 20-items could be used as an EI measure for Hong Kong students. These 20 items are shown in the Appendix. Reliability estimates, descriptive statistics and the correlations among the variables for this sample are shown in Table 1.

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### ***Sample***

The second step of this study was to apply the EI items to secondary students and examine the relationship of EI with the attainment of various education goals in this student population. Participants were 225 students in the lower and upper sixth form studying in eight classes of a matriculation school in the Shatin district of Hong Kong. These students

were invited to complete a questionnaire while their form masters evaluated their performance in moral and social education. To keep the questionnaire anonymous to the researchers, students did not need to provide their names. However, on the questionnaire, these students wrote down their class number so that their teachers can provide their evaluation of moral and social education on the front page of the questionnaire.

### ***Measures***

Emotional intelligence and its criteria. Similar to the university sample, participants were asked to evaluate their own EI by the 20-items developed in the first step of this study and the two criteria of life satisfaction and powerlessness. Same as the university sample, we took the average of the items under each measure to serve as estimates of the participants' score on the underlying constructs.

Intellectual performance. For their intellectual performance, participants were asked to write down their grades for the Chinese, English, Mathematics, and two best subjects in their Hong Kong Certificate of Education Examination (HKCEE) which is a public examination taken by all secondary students in Hong Kong. These grades were coded as follows: A=5, B=4, C=3, D=2, and E=1. The averages of the five subjects were used as a proxy of the participants' performance in intellectual education.

Moral and social performance. The eight class masters were asked to evaluate their students' performance in moral and social development. We provided the class masters with a written description about moral and social development and asked them to rate their students on a four point scale (4=top 25%; 3=25-50%; 2=50-75%; and 1=bottom 25%). Written description of moral and social development was prepared according to the definitions provided by the Education Commission (1999). In addition to the definitions, some concrete indicators of these performances (e.g., willingness to help their classmates, participating in community service activities, etc.) were also provided so that the class masters could have a better understanding of the definitions. The class masters provided the

ratings on the student questionnaire after these questionnaires were completed by the students.

## **Results**

Reliability estimates, descriptive statistics and the correlations among the variables for this sample are shown in Table 2. Similar to the sample of university students, EI of the secondary students is related positively to life satisfaction ( $r=.46$ ,  $p<.01$ ), and negatively to powerlessness ( $r=-.37$ ,  $p<.01$ ). Thus, hypothesis 1 is supported. That is, students' EI is positively related to their life attitudes. As expected, hypothesis 2 is also supported because EI correlates significantly to the attainment of various education goals. The correlation coefficients, however, are not very high. They are  $.23$  ( $p<.05$ ),  $.21$  ( $p<.05$ ), and  $.16$  ( $p<.10$ ), respectively for intellectual, moral and social developments.

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Insert Table 2 about here.  
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## **Discussion**

Given the possible importance of EI to students' development, this study attempts to explore empirically the relationships of EI with Hong Kong students' life satisfaction, feeling of powerlessness in life, and performance in moral, social, and intellectual developments. Results obtained from the local 225 six formers provide empirical evidence showing the favorable relationships between EI and senior secondary students' life satisfaction and attitude, and attainment of various education goals. Thus, it appears to be worthwhile for education researchers to further explore the relationships between EI and students' development and effective ways of EI training in Hong Kong.

Before discussing other implications of this study, two limitations of the present study must be noted. First, we employed a self-report measure for EI. Although most of the past studies conducted in Western countries also based on self-report EI measures (Davies et al., 1998), it is very possible that we are capturing a perceived competency rather than an intelligence construct. However, even if we have only demonstrated the relationship between perceived EI competency on students' life attitudes and attainment of educational goals, it is still an important finding for EI training programs. So far as these training programs can improve the perceived EI competency, they will be useful to affect students' life attitudes and attainment of educational goals. Furthermore, it is reasonable to assume that student's objective EI is an important factor in determining their competency perception. At this exploratory stage, whether we conclude our findings as the effects of EI or perceived competency of EI should not be a major concern. However, future research should develop other measures for Hong Kong students or to investigate the differences between objective EI and perceived competency.

Second, as an exploratory effort, we are interested in the overall effect of EI on Hong Kong students' attitudes towards their lives and attainment of education goals. Our measure appears to be an adequate estimate of participants' overall EI level because the external validity of our measure is cross-validated in two samples. Since we are exploring the relationships between overall EI and other constructs, it is out of the scope of this study to discuss effects of individual EI dimensions. Future research may further examine the relationships between individual EI dimensions and other educational constructs.

Despite the above limitations, there are three additional implications for this study. First, we developed the EI items from university students and applied them to a sample of six formers. On average, these respondents were above average in academic achievement than the overall population of secondary students. It is because only those who perform better in HKCEE can continue their studies as six formers. Future research should explore other ways of measuring EI that may be more suitable for primary and secondary students at other forms, followed by the examination of the effects of EI on their life attitudes and attainment of education goals.

Second, as an exploratory effort, this study did not examine the relationship between students' EI and their physical and aesthetic development. Conceptually, EI does not appear to be related to these two forms of educational development directly. Future research may examine whether it is true that these relationships do not exist. If it is true, EI training should not be regarded as panacea in students' development because it is useful for the attainment of some but not all educational goals.

Finally, although we found significant correlations between EI and attainment of the three education goals, the correlation coefficients are not very large. One possible reason for these relatively small coefficients is that we asked the form masters to evaluate the overall performance of their students' moral and social development by single item. The advantage



of these measures is that they come from independent source and thus avoid the potential contamination of common method variance. Therefore, it appears that EI is actually related to the attainment of students' moral and social development. For intellectual development, we used students' HKCEE results as a proxy of this variable. This proxy variable is a fair comparison among students because it is comprehensive and consistently applied to all students. However, it may be biased towards the ability of memorization and some examination skills which are not directly related to intellectual development. Thus, future research may develop better and more comprehensive measures of students' attainment of education goals. In fact, as reflected by students' school reports, we are quite frustrated that we could not find comprehensive evaluation by the schools in Hong Kong about their students' performance in various education goals easily with the exception of the intellectual performance. Most schools in Hong Kong emphasize too much on students' academic results and are used to have detailed evaluation of students' performance on various subjects but just a simple grade for "Conduct". The conduct grade of a student is used to reward the overall performance of students in both the moral and social areas. Physical and aesthetic development of a student are regarded as equivalent to the examination grades obtained in the two so-called "cultural" subjects, Physical Education and Art. It is thus suggested that the development of a more comprehensive evaluation scheme for individual education goals will be beneficial not only for researchers but also for improving our education practices in Hong Kong.

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Table 1. Descriptive Statistics, Relibailities, and Correlations Among Variables of the University Sample

	Mean	S.D.	1. EI	2. LS	3. POW
1. Emotional Intelligence (EI)	3.63	.48	(.88)		
2. Life Satisfaction (LS)	5.11	.76	.35**	(.90)	
3. Powerlessness (POW)	4.49	.72	-.34**	-.48**	(.60)

Note: <sup>+</sup>p<.10; \*p<.05; \*\*p<.01; figures in diagonals are coefficient alphas

Table 2. Descriptive Statistics, Relibailities, and Correlations Among Variables of the Matriculation Sample

	Mean	S.D.	1. EI	2. LS	3. POW	4. HKCEE	5. MP
1. Emotional Intelligence (EI)	3.57	.44	(.84)				
2. Life Satisfaction (LS)	4.78	.80	.46**	(.87)			
3. Powerlessness (POW)	4.38	.79	-.37**	-.39**	(.60)		
4. HKCEE	2.80	.36	.23**	-.00	-.08	(n.a.)	
5. Moral Performance (MP)	2.60	1.12	.21*	.09	-.07	.19*	(n.a.)
6. Social Performance (SP)	2.55	1.13	.16 <sup>+</sup>	.18*	-.07	.17*	.31**

Note: <sup>+</sup>p<.10; \*p<.05; \*\*p<.01; figures in diagonals are coefficient alphas

## Appendix: The 20 EI Items

1. I always know whether or not I am happy.
2. My friends always understand my emotions better than I understand them myself. (Reverse coded)
3. Sometimes I realize how I feel only after others point out my abnormal behaviors.
4. I always remind myself to calm down if there is an unexpected outcome.
5. I always try to find solutions to my problems instead of avoiding them.
6. My friends treat me as a good listener and observer.
7. Whenever I am given a task, I will try my best to do it well.
8. I always remind myself to be happy and optimistic throughout the day.
9. I usually can tell if a friend is upset or happy.
10. I always know my friends' emotions from their behavior.
11. I have good understanding of others' emotions.
12. I only know my friends' feelings after they tell me. (Reverse coded)
13. I dislike listening to my friends' troubles and problems. (Reverse coded)
14. People won't come to me when they have problems. (Reverse coded)
15. I have a lot of friends.
16. My friends love talking to me.
17. I am able to make my friends feel happy most of the time.
18. I find no difficulties in dealing with different types of people.
19. I am competent in my interaction with others.
20. I do not like dealing with people because they are too complicated. (Reverse coded)