

Addis Ababa University
College of Education and Behavioral Studies
School of Psychology

Emotional Intelligence and Multicultural Competence of Undergraduate
Students in Dilla University

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Emotional Intelligence and Multicultural Competence of Undergraduate Students in Dilla University

Addis Ababa University, College of Education and Behavioral Studies, School of Psychology

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Declaration

I, the undersigned, declare that this thesis entitled, Emotional intelligence and Multicultural Competence of Dilla University Undergraduate students is my original work and has not been presented for reward of degree in any other university. Moreover, all sources of materials used have been appropriately acknowledged.

Name _____

Signature _____

Date _____

This thesis has been submitted with my approval as university advisor.

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Acronyms

EQ- Emotional Quotient

EQ I-S - Emotional Quotient Inventory Short Form

IQ- Intelligent Quotient

MSCEIT-Mayer -Salovey -Caruso Emotional Intelligence Test

Abstract

This study examined the relationship between emotional intelligence and multicultural competence of undergraduate students in Dilla University. It also studied whether the level of emotional intelligence and multicultural competence of the students differ by gender and academic year level. Data was collected from 285 (141 male and 144 female) students randomly drawn from nine departments of the College of Social Sciences and Humanities in which 98 of students were from first year, 90 of them were from second and 97 of them were from third year using adopted emotional intelligence and multicultural competence scale. Both descriptive and inferential statistics were performed to analyze the data. The result revealed that the students have high emotional intelligence and majority have average multicultural competence. The result also revealed that -“intrapersonal skill”- and -“adaptability”- found to be high among students from emotional intelligence components. There was no statistically significant difference in both emotional intelligence and multicultural competence by gender. Regarding year level, there was statistically significant difference between first, second and third year students in emotional intelligence and in multicultural competence. First year students have higher level in both emotional intelligence and multicultural competence. Statistically significant positive correlations emerged between emotional intelligence and multicultural competence of the students. This result implied that having high emotional intelligence dose certainly contribute to effective multicultural competence and plays a key role in diversity receptiveness and relates positively to students multicultural communication competence.

Key words: Emotional Intelligence, Multicultural Competence, Multicultural Sensitivity

Chapter One

Introduction

1.1. Background of the study

The term emotional intelligence first emerged from the field of psychology and has become a recent interest to researchers in this area. The term itself was first explained as scientific concept by Salovey and Mayer in (1990). They defined it as the subset of social intelligence that involves the ability to monitor one's own and other's feelings and emotions. They claim that emotional intelligence is an individual's capacity to reason about emotions and to process emotional information in order to aid cognitive processes. Ability which focuses on the perception and expression of emotion accurately and adaptively; along with the ability to understand emotional knowledge, use feelings to facilitate thought, and to regulate emotions, in not only self but also others is emotional intelligence (Mayer, Salovey, Caruso, & Sitarenios, 2003). Goleman (1995) referred emotional intelligence as the ability to be aware of one's emotions and managing those emotions in the daily interactions with people and establish emotional connection.

According to David Wechsler (cited in Cherniss, 2000) emotional intelligence can be defined as the total of a person to act with reason and to bargain effectively with the environment. Wechsler hypothesized that non-intellective capacities were imperative indicators for accomplishment in one's life. He additionally asserts that emotional intelligence is distinct from other intelligence and it is the intelligence applied to feelings. It is important to note that the ability to regulate emotion may affect the connection competence like communication skills, interpersonal skill and cultural adaptability because the ability to regulate emotion plays a key role in the quality of social interaction. Therefore, emotion regulation directly affects the way we express our emotion and also it affects the emotional tone of social encounters (Keltner & Haidt, 2001). Displaying positive emotions is likely to elicit favorable responses from others, whereas displaying negative emotion drives people away (Argyle & Lu, 1990). High emotional intelligence helps maintain a state of harmonies and quiet in oneself and finally be more self-confident in dealing with the challenges of living and learning process in educational institutions (Goleman, 1995; Elias, Ubrico, Reese et al., 1992, Svetlana,2007).

Emotional cues are necessarily embodied within linguistic and non-linguistic messages and are therefore a core part of the meaning-making process which needs to be negotiated (Byram, 1997). Mayer & Salovey (1997) stated emotion as a source of thinking and makes explicit the importance of being able to analyze emotion as a way of deepening understanding of self and other. Deardorff (2006) emphasizes the importance of emotional intelligence and taking an ethno relative view of cultural phenomena in developing multicultural competence, which observe emotion as primarily in terms of interacting effectively and appropriately.

A research conducted by Bianca and Erin (2015) shows that negative emotion tends to narrow cognitive function for example people experiencing anger only think about the source of that anger. Individuals who can reduce negative emotion and create positive emotions in themselves are more likely to acquire and apply cultural knowledge and organizational awareness because of their broadened thought processes. Moreover, their broadened thought processes should be able to make them more open mind in terms of interpreting other's behaviors. Therefore, the ability to regulate emotion is the antecedent to the thinking dimension of multicultural competence.

Multicultural competence can be defined as the development of skill, awareness, and knowledge for effective intergroup interactions. The term skill refers to the capacity for engaging oneself, others, and institutions. Awareness refers to the cognitive and affective orientation that supports critical consciousness and reflection. The word knowledge refers to a foundation of factual and conceptual information pertaining to cultural groups. Developing multicultural competence in one dimension like knowledge can theoretically contribute to the development of skill and awareness (Pope, Reynolds 1997). Multicultural competence is also the ability to communicate effectively in cross-cultural situations and to relate appropriately in a variety of cultural contexts (Bennett, 2004).

Multicultural competence includes the ability to reflect over, understand, learn from, cope emotionally with and operate efficiently in intercultural interaction-situations. Possessing this competence is likely to increase student's future 'employability' on the labour market (Stier, 2004). The term multicultural competence also refers to the ability to successfully communicate with people to other cultures. This ability can be existing already at a young age, or be developed

and improved. The bases for a successful multicultural communication are emotional competence, together with multicultural sensitivity (Alvino and Fantini, 1995). The term has gone by many names in different disciplines including cross-cultural competence in the field of intercultural competence (e.g., Bennett, 2008) and multicultural competence in higher education (e.g., Pope & Reynolds, 1997). While each label has some difference, both share the same way emphasis on the dimensions of knowledge, awareness, and skills. Further, both are grounded in a desire to promote equitable social relationships that contribute to a more inclusive society. This research will use the label of multicultural competence (multicultural communication).

Now a days, a number of empirical work have been emerging and this draws connections between emotional and multicultural skills and also between multicultural competence and empathy in particular (e.g., González et al., 2013; Melvin, Ephraim & Sussie, 2013). On the other hand, some research explores the relationship between emotional intelligence and multicultural development (e.g., Tucker, Gullekson and Esmond-Kiger, 2012).

According to Amer Al-Roubaie (2004) there is a great need for cultural understanding in this global age. People of this world never before had strong interconnection and multicultural features in all parts of the world as in this age of globalization. In this respect, such sudden multicultural contact requires members across cultures to develop multicultural competencies that increase tolerance and thus suspend stereotypical belief and prejudice. Study by Lopes et al.(2005) show that regulating emotion can affect the way an individual interacts and communicates with others and the manner in which a person manages stress and dispute. Accordingly, they found that emotion regulation correlated significantly with social interaction quality like reciprocal friendship nominations, and proportioning of positive vs. negative peer nominations. In addition, the ability to regulate emotion predicted the quality of social interactions. The need for the development of cultural competencies in the globalized today's world is also stated by Szkudlarek (2009) as "The ability to communicate effectively across cultural boundaries, to find emotional balance and to creatively co-shape frameworks of collective behavior is becoming an indispensable skill in today's world. Indeed, it has become a skill which should be taught". Sanchez and Medkik (2004) state that the diversity accepted person can have sense of belongingness to individual, groups, and the organization. Individuals who tolerate diversity can improve communication skill, create ethno-cultural

sensitivity, and promote respecting cultural diversity for the well-being of overall society. This diversity awareness encourages the students to change stereotypical behavior, beliefs, emotions, and attitudes toward differences in others.

In order to respect diversity emotional intelligence plays a key role (Mohammed, 2012). Holding and accepting diversity can be promoted when students learn to tolerate religious, cultural, ethnical, racial difference and difference related with disability and sexual orientation that each university students has (Mohammed, 2012). People with higher emotional intelligence are more likely to associate with people in diverse and engage in activities that promote a positive lifestyle (Bandura, 2001). Study by Ramesh, Samuel Thavaraj & Ramkumar (2016) also found the relationship between the level of emotional intelligence and diversity receptiveness among college students. A person who tolerate diversity can improve communication skill, create ethno-cultural sensitivity, and promote respecting cultural diversity for the well being of overall society. Thus, this diversity awareness encourages the students to change stereotypical behavior, beliefs, emotions, and attitudes toward differences in others (Sanchez and Medkik, 2004).

According to Association of American Colleges and Universities (2012) institutions of higher education support students to participate in a multicultural training faculty and staff in order to address the needs of more diverse student body. Student's practice in-group favoritism and out-group differentiation in order to enhancing their personal and social identities. Student's have a natural tendency to get attracted to those they perceive to be similar to them (Ting-Toomey, 1999). Levine & Dean (2012) report that student's have weaker interpersonal skills to look for conversations about diversity and it's believed that undergraduate students in all racial groups don't recognize the structural inequalities very well.

Regarding college students, research conducted by Tucker, Gullekson, and Esmond-Kiger (2012) show that emotional intelligence plays a vital role to succeed during study abroad and it can be a predictor of student's multicultural growth in the form of decreased ethnocentrism and communication apprehension. They stated that people with good or deep emotional understanding are also prone to act effectively in multicultural condition. Ivett and Irina (2018)

suggest emotional intelligence as a core aspect of multicultural competence to be addressed in the multicultural communication classroom.

Nelson (2003) state the importance of emotional intelligence in college students has often been over-looked and has become the focus of greater attention and investigation by researchers in the field of emotional intelligence. In his study he found that as first-year college, high-accomplishing students had significantly higher goal accomplishment, time management and personal satisfactions when compared with low-accomplishing students. Accordingly, emotional intelligence is a key factor in academic success in university environment and very important aspect in the achievement and retention of first-year college students. Similarly, emotional intelligence is one of the major factors of college student development and success (Chickering&Reisser,1993). According to Nam cited Cyr (2006), relationships were found between emotional intelligence and college grades and social interaction. Study by Tanju Deveci (2016) also showed that there is positive correlation between emotional intelligence and team work of university students.

Generally, the concept emotional intelligence can be defined as the ability to perceive emotions; to access and generate emotions so as to assist thought; to understand emotions and emotional knowledge; and to reflectively regulate emotions in order to promote emotional and intellectual growth. There are four parts to understand emotional intelligence which are perceive or sense emotions, use emotions to assist thought, understand emotions and manage emotions. On the other hand, multicultural competence is the ability to function effectively across cultures, to think and act appropriately, and to communicate and work with people from different cultural backgrounds at home or abroad.

Even though both skills and abilities that a person should posses to effectively interact with people from the same or different background they are different in developing and using them. Emotional intelligence is important even in homogenous groups but multicultural competence is more important in cross-cultural settings.

One of the models of multicultural competency is developed by Chen and Starosta's (1996) comprised of three different multicultural competence components including multicultural awareness, multicultural sensitivity, and multicultural adroitness. They further explained the nature and components of multicultural sensitivity and developed an instrument to measure the concept. The model of multicultural sensitivity is designed to measure how people

change and manage their own and others' emotions. These abilities enable people to monitor their own and others' feelings and emotions and use this information strategically and intelligently to communicate effectively, increase personal resilience, make good decisions and achieve performance goals. Based on this conceptual model this study focused only on multicultural sensitivity.

In accordance with emotional intelligence this study used Emotional Quotient Inventory Short Form (Bar-On 2002 EQ I-S). This model is selected because it is a theoretical approach which is accepted by the scientific community and has generated the largest number of researches published in journals. Emotional Quotient Inventory Short Form (Bar-On 2002 EQ I-S) consists of several abilities that relating each other such as interpersonal skill, interpersonal skill, stress management, the adaptability and the general mood Skill. Moreover, BarOn'sEQ I:S is the only emotional intelligence instrument that has been adopted cross culturally among various ethnic groups with no significant differences found in emotional intelligence based on ethnic or racial backgrounds (Nam,2008).

Despite the fact that emotional intelligence and multicultural competence are accepted to be vital for undergraduate student's accomplishment in their college life and in addition in the conveying of social services later in their universe of work, it is not given consideration in Ethiopia higher education institutions. The role of emotional intelligence and multicultural ability of the students on their social connection has been ignored. By taking this in to thought, the investigator have a strong belief that knowing the level of emotional intelligence and multicultural capability of college students and the connection between the two variables will be realization to bring the consideration of government, instructors and researchers to advance the significance of emotional intelligence and multicultural competence of Ethiopia higher education students.

Therefore, no matter how many studies conducted in different corner of the world to reveal the level and relationship between emotional intelligence and multicultural competence, still now there is no agreement among the investigators and the results about the relationship between them. Moreover, the results also vary with a variety of measures of emotional intelligence and multicultural competence. Due to this the area needed a further investigation about the level and relationship between emotional intelligence and multicultural competence of students.

1.2. Statement of problem

Universities in Ethiopia appear to have profoundly various multicultural setting than other settings (for example, schools and working environment). It is also a setting which ethnic conflict and clashes occur (Adamu, 2013). The country has diverse culture, norm, religion, language, political view and students from different ethnic groups. Students from different ethnic group follow their higher education study across different universities in the country.

In Ethiopia there were serious political instability ethnic conflict and internal displacement for the past three years (Tom, 2018), this conflict likewise has affected higher educational institutes in the country. As a result, students were dead in the universities and left their campuses because of ethnic motivated clashes in the university grounds (Borkena 2017, Tom 2018). The causes of these conflict are mainly failure to communicate effectively among students from different cultural background, ethnocentrism, prejudice and lack of tolerance for diversity (Misrak &Addisu, 2011: Abebaw &Tilahun,2007). Unless we properly manage diversity in higher education institutions, there will be a backlash that diversity brings about and that leads to unwanted conflict (ACE and AAUP, 2000). Moreover, failure to properly manage it would obviously jeopardize the teaching-learning process and affect the social life of students (UNESCO, 2002).

One of the most serious problems in higher educational institutes of Ethiopia is the fact that the emotional intelligence of students is not taken in to consideration (Gemechu, 2014). Accordingly, higher educational institute traditionally use cognitive intelligence for the process of students disregarding the emotional domain of the students. Most of Ethiopian higher education institutions do not seem to give consideration to diversity management (Abebaw &Tilahun,2007).

The population of this study was students of Dilla University. This group is selected because for the past four years there was ethnic based conflict in Dilla University and students were dead in the universities, for some students experiencing this creates tensions as a result some students left their campuses and the investigator have observed the problem. In addition to this, some scholars including Spanierman, et al., (2008) who suggest that content on diversity during student's college life can have a positive impact on their future. Moreover, for first year students making transitions from school to university and coping with a range of issues as diverse as adapting to the academic traditions and styles.

Different literature has presented relationship between emotional intelligence and multicultural competence particularly “Empathy” (Bloom, 2016; Breithaupt, 2017 Harrison & Voelker, 2006; Gullekson & Tucker, 2012). In Ethiopia researchers focused on the relationship between emotional intelligence, academic achievement and prosocial behavior among higher education students (Gemechu, 2014), emotional intelligence and academic achievement of junior and high school students (Aynalem, 2012) and they give less attention to multicultural sensitivity. However, in this study the investigator take up the concept of emotional intelligence and multicultural competence particularly multicultural sensitivity because it has been regarded as a prerequisite for achieving multicultural competence (Chen and Starosta, 2000). Moreover, the concept of multicultural sensitivity appears to be the core of multicultural competence (i.e. it is preceded by multicultural cognition and followed by multicultural behaviors). This implies that by studying the affective component, it is presumed that multicultural awareness exists, and that multicultural behaviors result as an outcome.

In addition, even if there are diverse cultures in Ethiopia there is not yet found sufficient empirical study on the relationship between emotional intelligence and multicultural competence of higher education students. Thus, the aim of this study is exploring the relationship between emotional intelligence and multicultural competence of Dilla University students.

Therefore, the study raised the following basic research questions,

1. What is the level of the emotional intelligence of College of Social Science and Humanities students?
2. What is the level of the multicultural competence of College of Social Science and Humanities students?
3. Is there a relationship between emotional intelligence and multicultural competence of College of Social Science and Humanities students?
4. Is the level of emotional intelligence and multicultural competence of the students different by gender and academic year level?

1.3. Objective of the study

The aim of this study is to investigate the relationship between emotional intelligence and multicultural competence of Dilla University students. Specifically, the study was intended to examine:

- ✓ The level of emotional intelligence of College of Social Science and Humanities students.
- ✓ The level of multicultural competence of College of Social Science and Humanities students.
- ✓ Whether there is a relationship between emotional intelligence and multicultural competence among Dilla University Student.
- ✓ Whether the level of emotional intelligence and intercultural competence of the students different by gender and academic year level.

1.4. Significance of the study

The study findings are expected to have the following contributions. This study would contribute to literature on how emotional intelligence and multicultural competence is related. In our country there are a lot of empirical publication that claim the importance of emotional intelligence for academic achievement, pro-social behavior, organizational behavior and leadership. Yet, there is lack of sufficient empirical findings on the relationship between emotional intelligence and multicultural competence of higher education institution students. It provides an insight into the nature and extent of relationship between emotional intelligence and multicultural competence. The study also will have significance for universities to give concentration on student's emotional intelligence instead of cognitive intelligence and other traditional methods to control ethnic motivated conflict which is caused by lack of tolerance for diversity.

Once the relationship between emotional intelligence and multicultural competence become clear among educational concerned bodies' further studies can be initiated to concentrate on how curriculum developer should balance emotional intelligence and multicultural competence to make universities peaceful environment. Finally, the study made in this new

research area benefits other interested researchers to use it as a starting point for conducting further research.

1.5. Limitation of the study

The study could have been more reliable and valuable had other colleges and graduate students. The data was obtained through self-report questionnaires consequently there might be biased response due to difference (self serving bias). As a result, there might be a discrepancy between what respondents reported and what they actually feel and behave. In addition to this, this study investigate the relationship between emotional intelligence and multicultural competence of college students, but it is unclear whether emotional intelligence affect students multicultural competence or some other confounding variables affected both variables.

1.6. Delimitation of the study

This study was delimited to investigating the relationship between emotional intelligence and multicultural competence which is multicultural sensitivity of Dilla University College of Social Science and Humanities undergraduate students. The scope covered all the academic units in the college of Social Science and Humanities.

1.7. Operational definition

Emotional intelligence:- refers to students ability of intrapersonal skill, interpersonal skill, stress management, adaptability and general mood skill using measurement by Bar-On (2002).

Multicultural competence: - refers to multicultural sensitivity which is the ability to interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment and interaction attentiveness using measurement by Chen and Starosta's (2000).

Chapter Two

Review of related literature

2.1. Emotional intelligence

2.1.1. Initial concept of emotional intelligence

Emotional intelligence is a generally new construct however a significant number of its prior definitions, especially social intelligence, have been around for more than hundred years. In 1909, Dewey expressed that

“Ultimate moral motives and forces are nothing more or less than social intelligence the power of observing and comprehending social situations-and social power-trained capacities of control at work in the service of social interests and aims”. (Joyce, 2011)

Darwin’s early work on the importance of emotional expression for survival and adaptation has influenced the ongoing development which both stresses the importance of emotional expression and views the outcome of emotionally and socially intelligent behavior in Darwinian terms of effective adaptation has influence later Bar-On’s thinking. In addition to this influence on Bar-On thinking can be traced to Thorndike’s (1920) and Wechsler’s (1940) description of social intelligence and its importance for human performance as well as observations related to the impact of non-cognitive and cognitive factors on what he referred to as “intelligent behavior” (Bar-On, 2006).

Researchers and scientists first began to discussion in the late 1930’s and were first described as social intelligence (Freshman & Rubino, 2004). The first scientific article called “what is emotional intelligence” published by Dr Peter Salovey and Dr Jone Mayer in 1990. The term emotional intelligence was first used by two American psychologists Dr Jone Mayer of the University of Hamphite, and Dr Peter Salovey of the University of Yale in (1999) after the links between intellect and emotion and the interaction with a person’s ability to monitor and regulate one’s felling was studied. Initially, Peter Salovey and John Mayer (1990) viewed emotional intelligence as part of social intelligence. This shows that both concept are related and may also represent interrelated components.

2.1.2. Definition of emotional intelligence

Even though many people claim to have heard the term, very few of people can define the term accurately. The new term and concept became very popular and produced a huge industry particularly with those interested in success at work. Many books make dramatic claims: for instance that cognitive ability or traditional academic intelligence contributes only about 20% to general life success (academic, personal and work) while the remaining 80% is directly attributable to emotional intelligence (Annamaria, 2012).

Emotional intelligence was defined a subset of social intelligence that involves 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 actions to process information in order to enhance cognitive processes (Salovey & Mayer,1990). It has been studied as an individual difference construct since the first publication and this individual constructs have variety of contexts (e.g. employment, education, and clinical contexts) and countries (Salovey &Mayer,1990). Emotional intelligence was first described by a broad theory and it was shown that it could be measured in the scientific literature. "The ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others" (Salovey & Mayer,1990).

Daniel Golman in (1995) popularized the concept of Emotional intelligence to public's eye through his famous book "Emotional Intelligence" "Why it can matter more than IQ" and he managed to increase the popularity of the topic in organizational and academic setting. "The capacity to persevere and motivate oneself even with frustration; to control drive and delay gratification; to direct one's states of mind and keep distress from swamping the capacity to think; to identify to trust" (Golman, 1995).

Emotional intelligence is a variety of non-cognitive competencies, capabilities, and skills that impact one's capacity to prevail with regards to adapting to ecological requests and weight (Bar-On,1997). Our emotions are recognized as one of three or four fundamental classes of mental operations. These mental classes include motivation, emotion, cognition, and consciousness. Among the triad of motivation, emotion, and cognition, basic motivations arise in response to internal bodily states and include drives such as hunger, thirst and need for social contact. (Mayer, 1995;Chabot, & Carlsmith,1997). The scientific and public circle made the

concept of emotional intelligence a major topic but scientists and researchers found it difficult to agree on one definition.

2.2. Gender and emotional intelligence

Goleman (1996) stated that pure high- IQ is almost an exaggerated image of the intellect. The profile has small difference for men and women. High IQ male have typified by a wide range of intellectual interests and abilities. They are ambitious predictable, productive, and dogged, and untroubled by concerns about himself and also tends to be critical and condescending, fastidious and inhibited, uneasy with sensual experience, unexpressive and detached. On the other hand, men who are emotionally intelligent are cheerful, outgoing and they are not prone to fearfulness and they don't worry deeply. Emotionally intelligent men have also the capacity for commitment to people or causes for taking responsibility. They are sympathetic and caring in their relationships. Their emotional life is rich but appropriate. They are comfortable with themselves, others and the members of the society they live with (Golman, 1996).

Accordingly, women who have purely high-IQ are fluent in expressing their thoughts, they have intellectual confidence. They value intellectual matters and have various intellectual and aesthetic interests. They are likely to suffer from anxiety, deep worry and guilt. They are often hesitant to openly express their anger even though the express it in an in direct way. In contrast, emotionally intelligent women tend to be assertive and express their feeling directly; they are confident and positive about themselves and life holds meaning for them. Just like their male counterparts they are outgoing and sociable. They express their feeling appropriately and adapt well with stress. In addition to these emotionally intelligent women easily reach out to new people, they are play full, spontaneous and open to sensual experience (Goleman.D, 1996).

According to Ellsworth (1994) in United states culture, in most social contexts men are not expected to cry and also experience deep grief as strongly and frequently as women. As a result, it can be argued that each culture's values about emotion and the experience. The "extreme male brain theory of autism", relies on biological and social arguments to posit that the brains of men and women are structured differently. According to this theory, the feminine brain is predominantly structured to feel empathy, while the masculine brain predominantly seeks to understand and construct systems (Baron-Cohen, 2002). In this way, Baron-Cohen argues that

the cognitive and behavioral systems of men and women are functionally distinct. Terms like masculinity/femininity refer to differentiation on the basis of activity but not gender inequalities. Feminine cultures seek personal relationship goals such as getting along with coworkers and superiors and working in friendly environments while masculine cultures focus on advancements, earnings and assertiveness at work (Antonio, 2017).

The biological explanation proposes that women's biochemistry is better prepared to consider one's own emotions and those of others as an important element in survival. In support of this idea, certain areas of the brain dedicated to emotional processing can be larger in women than in men (Baron-Cohen, 2002 and Gur, 2002).

Study conducted by Pablo, F. et al. (2012) and Graef & Sieber (2018) also state that women and men have a difference in emotional intelligence in all cases except perceiving which is women's scores were higher than men's. Similarly, several studies found that women have greater emotional knowledge, they express positive and negative emotions more fluently and more frequently, they have more interpersonal competencies, and they are more socially adept (Brody & Hall, 2000; Ciarrochi, Hynes, & Crittenden, 2005; Hall & Mast, 2008; Hargie, Saunders, & Dickson, 1995).

On the other hand, study by Chu (2002) and Ahmad, Bangash and Khan (2009), revealed that males have high level of emotional intelligence than that of females. Similarly, study conducted by Ahmad, et al., (2009) and Likneo, et al., (2011) found that males perform higher emotional intelligence than females. Study conducted by (Gemechu, 2014) in Ethiopia also revealed that male students scored higher mean than female students on most of the components of emotional intelligence.

2.3. Emotional intelligence of college students

Emotional intelligence is one of the major aspect of college student development and success (Chickering & Reisser, 1993). It is also helpful in assisting students to succeed in college (Upcraft & Gardner, 1996). Nelson (2003) emphasized that a key factor in academic success in a university environment was emotional intelligence. Furthermore, emotional intelligence has emerged as a key factor in research investigating arrange of outcomes in academic achievement (Goleman, 1995).

College students with higher emotional intelligence show more positive social functioning in interpersonal relationship and are regarded by peers as prosocial and less antagonistic (Bracket and Salovey, 2011). Low and Nelson (2006) claim that emotional intelligence is crucial to a student's personal health and college life success, better able to cope with demanding and complex college experience. Accordingly, when individuals are able to lead their life successfully in the academe, they can focus on their learning and perform academically.

Jaeger and Eagan (2007) found that interpersonal, stress management and adaptability to be significant predictors of students' academic achievement. They claimed that ability to deal with stressful situations allow learners to "manage the anxiety of tests, deadlines, competing priorities, and personal crises. Additionally, adaptability among college students identifies individuals who are "generally flexible, realistic, effective in understanding problematic and emotional situations, and competent at arriving at adequate solutions. In achieving college success, a student needs to have these abilities to be calm, flexible, and realistic when dealing with pressures (Jaeger and Eagan,2007).

2.4. Models of Emotional intelligence

After the concept of the emotional intelligence emerged, different models proposed by authors on the use of it. The first model of emotional intelligence was introduced by Mayer&Salovey (1990) it is called the ability based model and focuses on how individual processes information and analysis the capacities that are required for such a process. Although, this model of emotional intelligence does not tell everything people's behavior but it provides a unique insight into the puzzling are not measured by other concepts. According to Gosling (2006) the ability model put emotional intelligence in the sphere of intelligence that integrality hold emotion and thought in meaningful pattern where as mixed model combined various aspect of personality in what often random manner.

Golman (1995) proposed the "Mixed model" which is also called personality factor model and combines emotional processing with personality aspect, such as optimism and persistence. Golman states emotional intelligence as an array of skills and competencies that contribute to the performance of managers and leaders in the workplace. Those skills and competencies focus on four capabilities: self-awareness, relationship management, self-

management, and social awareness. These four emotional intelligence competencies are the foundations of twelve emotional intelligence subscales that include emotional self-awareness, emotional self-control, adaptability, achievement orientation, positive outlook, influence, coaching and mentoring, empathy, conflict management, teamwork, organizational awareness, and inspirational leadership.

Petrides and Furnham (2001) reviewed other form of models as cited in Aynalem (2012) called Trait model. This model included various characters from personality sphere such as empathy, impulse, and assertiveness; they also stated trait emotional intelligence as collection of emotion related disposition and self-perception situated at lower levels of Innate model and personality hierarchies that proposed by Hein(2005).

Bar-On (1997) was the first person to coin the term emotional quotient (EQ) to describe how to understand oneself, relating well to others, successfully coping with stressful situations, and solving problems were all associated with psychological well-being. After seventeen years of research in 1988, he developed the Bar-On Emotional Quotient inventory (EQ-i), which is the first scientifically developed and validated measure of emotional intelligence with fifteen different aspects of emotional intelligence that blends abilities, traits, and skills

Currently, there are three models accepted by the scientific community, these are: the EI ability model by Mayer and Salovey(2006), Bar-On's Emotional Quotient Inventory Short Form (Bar On 2002 EQ I-S) , and the emotional competencies model focused on the workplace (Goleman,1998).

According to Mayer and Salovey (1997) there are four branch model of emotional intelligence. The first branch is defined as a person's ability to perceive and identify emotions in oneself and others even in other stimuli including people's voices, stories, music, and works of art. When focused on the self, it is related to greater emotional awareness and less ambivalence about emotional expressivity. When it is on other people, this dimension encompasses what is meant be affect sensitivity and nonverbal sensitivity.

The second branch of emotional intelligence model is concerned with the ability to use emotion to concentrate and to think logically and creatively. Using emotions may require the ability to connect feelings that assist in certain cognitive activity such as reasoning, problem-solving skill, interpersonal communication and decision-making. Our emotions can

create various mental sets that prove more and less adaptive for different kinds of reasoning tasks. For instance, some emotions may be more useful in stimulating creative thoughts.

The third branch is concerned with understanding emotions which involves a fair amount of language and propositional thought to reflect the capacity to analyze emotions. This includes an understanding of the emotional lexicon and the manner in which emotions combine, progress, and transition from one to the other. Individuals who are good at understanding emotions have a particularly rich feelings vocabulary and these people appreciate the relationships among terms describing various states of feeling.

The fourth branch of emotional intelligence is concerned with the ability to regulate moods and emotions in ourselves and others. When people managing their own feelings they must be able to control, discriminate, and label their feelings accurately, believe that they can improve or otherwise modify these feelings, employ strategies that will alter their feelings, and assess the effectiveness of these strategies. Several investigators have identified clear individual differences in at least some people's efficacy with respect to this ability.

Some people are also more or less effective in helping others to manage their emotions. For example, some people always seem to understand what to do cheer up their best friend, to motivate and inspire others, whereas other individuals are relatively less capable of bringing these outcomes (Wasielewski, 1985).

This study will follow Emotional Quotient Inventory Short Form (Bar On 2002 EQ I-S). This model is a theoretical approach which is accepted by the scientific community and has generated the largest number of researches published in journals.

Bar-On, an Israel psychologist, who develop the test of EI for the first time and also develop the model of EI and defined EI as ability which consist of several abilities that relating each other such as

Intrapersonal skill:- It is defined as being aware of ourselves and understanding our strength and weaknesses; and being able to express ourselves, our feelings, and our thoughts nondestructively. It contains the following sub-components: Self-Regard- being aware of and understanding our emotions; Assertiveness-expressing our feelings and ourselves nondestructively; Independence- being self-reliant and free of emotional dependency on others; Self Actualization- having the ability and drive to set and achieve our goals (Bar-On,2002).

Interpersonal skill:- is defined as being aware of other's emotions, feelings, and needs, and being able to establish and maintain cooperative, constructive, and mutually satisfying relationships. This scale is comprised of the following sub-components: Empathy being aware of and understanding how others feel; Social Responsibility- identifying with and feeling part of our social group, and; Interpersonal Relationship- establishing mutually satisfying relationships with others (Bar-On, 2002).

Stress management:- involves emotional management and regulation and is defined as managing emotions so that they work for us and not against us. Stress management contains the following sub-components:- Stress Tolerance- effectively and constructively managing our emotions and Impulse Control- effectively and constructively controlling our emotions (Bar-On, 2002).

The Adaptability:- measure change management and is defined as "Managing sub-components: Reality Testing- validating our feelings and thinking with external reality; Flexibility- coping with and adapting to change in our daily life; Problem Solving- generating effectively solutions to problems of a personal and social nature (Bar-On, 2002).

The General Mood Skill:- involving self-motivation and is defined as "Being optimistic, positive, and sufficiently self-motivated to set and pursue our goals." It is comprised of the sub-components of optimism- having a positive outlook and looking at the brighter side of life and Happiness- feeling content with ourselves, others, and life in general (Bar-On, 2002).

2.5. Function of emotion

Emotions perform a wide range of functions to understand one's emotions (Cherry, 2018). Accordingly, it is fundamental to understand what it is that will make one's more high-functioning and lead to flourish. Being emotionally intelligent will help a person connect with others, boost a performance at work, improve communication skills, help become more resilient, and much more. It turns out that having a high level of emotional intelligence will make a person successful in just about every aspect of her/his life. Emotional intelligence will also improve decision-making abilities. Those who have a good understanding of themselves and those around them are more likely to weigh all the options, keep an open mind, and remove all irrelevant and unrelated emotions from the decision-making process (Huffington Post, 2013).

Emotional intelligence is important for communication skills (Schmitz, 2016). Accordingly, people with high emotional intelligence tend to be skillful in their communication abilities. This people also have the ability to consider other people's and their own feelings, practice empathy for others and relate to them in conversation, operate on trust meaning they build trust through verbal and nonverbal cues and communicate honestly, recognize, identify, and clear up any misunderstandings. Successful intelligent people characterized as those who: are initiators who motivates, learn to control their impulses and delay gratification, know how to preserve and seek to overcome personal difficulties, translate thought into action and do not afraid to risk failure, are independent and focus on personally meaningful goals, balance their thinking (cognitive with emotional), and possess self-confidence and positive self-efficacy (Schmitz, 2016). Emotional intelligence is postulated to promote positive social functioning by helping individuals to detect others' emotion states, adopt others' perspectives, enhance communication, and regulate behavior (Marc, Brackett, Susan, and Salovey 2011).

2.6. Multicultural competence

2.6.1. Concept of multicultural competence

As long as globalization is taking place and as far as nations are becoming interconnected and multicultural, cross-cultural research is increasing (Antonio, 2017). Multicultural competence can be defined as the ability to develop targeted skills, knowledge and attitudes that lead to visible behavior and communication that are appropriate and effective in intercultural interactions (Deardorff, 2006).

Bennett (1986) defined the term multicultural communication competence as the ability to understand dissimilar ways and patterns of communication for instance, norms or values, verbal/nonverbal communication and the gestures of people. Some evidence suggests that multicultural competence is a malleable skill and that higher education experiences influence the development of multicultural competencies for both educators and students and suggests that multicultural competence is a malleable construct and that higher education may improve students multicultural competence (Eisenberg et al., 2013). The capacity to change one's knowledge, attitudes, and behaviors in order to be open to other cultures (multicultural competence) has become a serious for people to survive in the globalized world of our time

(Alred and Byram, 2002). Multicultural communication competence comprises three things namely: cognitive, affective, and behavioral abilities. Multicultural awareness represents cognitive ability, the affective ability is represented by multicultural sensitivity, and the behavioral ability by multicultural effectiveness or adroitness (Chen & Starosta, 2009).

Multicultural sensitivity is defined by Chen & Starosta(1997) as “an individual’s ability to develop emotion towards understanding and appreciating cultural differences that promotes appropriate and effective behavior in multicultural communication”.

Chen and Starosta (1998) pointed out that the main problem of the confusion is embedded in the long time misperception of three components. There are three concepts: multicultural sensitivity, multicultural awareness and multicultural adroitness. The three are separate but related ideas. Multicultural communication competence is comprised of Cognitive, Affective and Behavioral ability of multicultural communication competence. Cognitive aspect of multicultural communication competence is represented by the concept of awareness that refers the “understanding of culture conventions that affect how we think and behave”. The affective aspect of multicultural communication competence is represented by the concept of multicultural sensitivity that refers to the subjects “active desire to motivate them-selves to understand, appreciate and accept difference among cultures”. The behavioral aspect of multicultural communication competence is represented by the concept of multicultural adroitness that refers to “the ability to get the job done and attain communication goal in multicultural interactions”.

The five trends that lead our world into an interconnected society are also specified by Chen and Starosta’s (1996). The first is the development of communication and transportation technology connects people of several cultural backgrounds together. The second trend is the globalization of world economy which requires employees from multinational corporations to communicate with those in other parts of the world in order to be competitive in the global economic system. Thirdly, the widespread population migrations across national borders have restructured the modern society which become much more culturally diverse than the past. The fourth trend is the development of multiculturalism has affected every aspect of life in the United States in which new employees will comprise persons who are diverse in race, culture, age,

gender, and language. The fifth trend is the de-emphasis of nation-state had led nations to form regional alliances and people to reassert ethnic and gender differences within the nation.

Multicultural communication competence has been identified as an essential student learning outcome in higher education (Association of American Colleges and Universities, 2011). Higher education institutions in the United States and abroad are increasingly concerned with preparing students to be competitive contributors in the global economy as well as remaining competitive in regard to international education and other internationalization efforts (De Haan, 2014; Scott, 2000). Accordingly, they suggested that if higher education institutions are to remain relevant, they must take charge of their internationalization and produce graduates who will excel in the global work ground meeting the challenge of producing culturally competent graduates requires the tracking of student development of multicultural communication competence.

2.6.2. Definition of multicultural sensitivity

There are different definitions of multicultural sensitivity found in literatures. One of the biggest problems lies in the confusion of the concept multicultural sensitivity, multicultural awareness and multicultural competence. Chen and Starosta's (2000) conceptualized and described multicultural sensitivity as "An individual's ability to develop a positive emotion towards understanding and appreciating cultural differences that promotes an appropriate and effective behavior in multicultural communication." This shows that multicultural sensitivity is a dynamic concept. Multicultural sensitive people must have a desire to motivate themselves to understand, appreciate, and accept differences among cultures.

The positive emotional responses produced by multicultural sensitivity inevitably demonstrate an individual's willingness to not only acknowledge and recognize, but also to respect and appreciate cultural differences during multicultural interaction (Bhawuk & Brislin, 1992; Chen, 2005). In other words, the acquirement of multicultural sensitivity refers to the absence of ethnocentrism and parochialism, which is a critical component for fostering successful global citizenship on both individual and organizational levels and multiculturally sensitive person are not only conscious in interaction, but also able to appreciate and respect the

ideas exchanged, no matter how idiosyncratic they are, and accept personal complexity (Adler, 2008; Thorn, 2002).

Multicultural sensitivity is one of the essential factors for multicultural communication. It consists of the following five abilities: Interaction engagement, Respect for cultural differences, Interaction confidence, Interaction enjoyment and Interaction attentiveness

Individuals with high multicultural sensitivity tend to be more attentive, they are more able to perceive or understand socio-interpersonal relationships in order to adjust their behaviors, to show high self-concept and self-monitoring, more empathic, and more effective in multicultural interaction Chen and Starosta's (2000). The concept of multicultural sensitivity appears to be the core of intercultural competence (i.e. it is preceded by intercultural cognition and followed by intercultural behaviors). This implies that by studying the affective component, it is presumed that intercultural awareness exists, and that intercultural behaviors result as an outcome.

Scholars from a variety of disciplines including communication studies, Psychology and education emphasized the importance of multicultural sensitivity. Most have concluded that multicultural sensitivity is required for successful and productive communication between people from different backgrounds (Chen & Starosta, 1997; Graf, 2004; Moran, Harris, & Moran, 2007; Olson & Kroeger, 2001; Rosen, Digh, Siinger, & Phillips, 2000).

Bennett (1986), states that multicultural sensitivity is a developmental process, in which individuals are able to transform themselves to ethno-relative stage from the ethnocentric stage. There are six stages involved in this transformation. 1) In the denial stage, the people deny the existence of cultural differences; 2) this is the defense stage, the persons protect their core values by attempt to defend their own world views by facing the threat; 3) In the minimization stage, the persons protect their core values by concealing differences under the cover of cultural similarities; 4) In the acceptance stage, the individual is begin to understand and accept cultural differences in both cognitive and behavioral levels; 5) In the adaptation stage, the persons develop sensitive and empathic skills to adapt to cultural differences and move into the bicultural or multicultural level; lastly, in the integration stage, the persons are able to establish an ethno-relative identity and enjoy the cultural differences. Multicultural-sensitive persons have the ability to project and receive positive emotional responses before, during, and after interactions,

which in turn leads to a higher degree of satisfaction and helps people achieve an adequate social orientation that enables them to understand their own and their counterparts' feelings and behaviors (Gudykunst & Kim, 2002).

Lloyd and Hartel (2010) state that one component of multicultural competencies includes three emotional based skills namely dissimilarity openness, tolerance for ambiguity and cultural empathy. Individuals with high dissimilarity openness are able to understand differences in culturally different society as positive and hence become open to learning from dissimilar others and open to dissimilarity are able to see the world from the dissimilar people. Tolerance for ambiguity on the other hand enables people to react adaptively to cross-cultural ambiguity. Moreover, such openness and adaptive behaviors' are results of the individuals awareness and regulation of their own and others emotion. The same is true for cultural empathy where a person who possesses such competency becomes sensitive to and is aware of others cultural differences, and is able to build strong intercultural relationships with team members. Empathy in general causes an emotional awareness that helps people place themselves in place of other's and this leads them treat others as they wish to be treated. Hence, taking into consideration the values and perspective of others (Olson & Kroeger, 2001).

2.7. Gender and multicultural sensitivity

According to recent study by Antonio (2017) and Margarethe et al. (2012) , shows that there is no significant difference between male and female in terms of multicultural sensitivity but males scored slightly higher than female. In contrast, Mc Murrery (2007) no significance difference but females scored higher than males. Ferrández er al. (2012) also stated the relationship between gender and multicultural sensitivity and found the female participants score higher than males. Similarly, Westrick (2004) also found females exhibited higher multicultural sensitivity than males. Moreover, a study by Fabregas et al. (2012) clearly state that from different variables which is believe the predictor of multicultural sensitivity gender is found to be the only predictive factor of multicultural sensitivity.

2.8. Multicultural competence of college students

Multicultural competence has been identified as an essential student learning outcome in higher education and in order to be successful in communications, it is necessary to have

knowledge of and respect for cultural differences, and understand how they affect one's interaction skills and behavior (Association of American Colleges and Universities, 2011).

According to Lambert (1993) students with knowledge of the ways in which their culture and other cultures differ, who respects and values those differences, is motivated and wants to communicate appropriately, and who has mastered the skills to do so, is considered intercultural competent. Lambert suggests, many students attending in university are likely to come in contact with students from different cultural backgrounds. Whether these students meet through a class project, a student group, or a chance meeting, in order for these students to have successful interactions, they require some level of awareness and understanding of each other's cultural backgrounds and differences. Such awareness may influence their behavior, interaction style and their manner of speech, and produce positive outcomes for all culturally distinct individuals.

A study conducted by Williams (2005) reported that the students who studied abroad generally showed a greater increase in intercultural communication skills than the students who did not study abroad the results also showed that exposure to various cultures was actually a better predictor of intercultural communication skills than located in one place. Recently, the work of Summers and Volet (2008) suggested that students' preference for intercultural interaction not only decreased over time, but becomes more negative from first year to second and third year among undergraduate students.

2.9. The relationship between emotional Intelligence and multicultural competence

Even if learning control of expression and perception is highly dependent on cultural factors, emotions are biologically programmed (Matsumoto, 1989). Study by Tanju Deveci (2016) showed that there is positive correlation between emotional intelligence and team work of first year university students. Some scholars have discovered that living and working in other cultures enhances understanding one's own and others 'mood, personality and emotion. (Yamazaki and Kayes, 2004). According to (Crowne, 2008) people who had been abroad for work or education had higher levels of cultural intelligence than those who had been abroad for other purposes.

Individual who are considered to be 'multicultural' show the evidence of the impact of cultural exposure and possess high amounts of cultural empathy, open mindedness, social

initiative, emotional stability and flexibility. These individuals are likely high on cultural and emotional intelligence. As a result, a 'multicultural' person is likely to have both cultural and emotional intelligences (Van der Zee and Brinkmann, 2004). As proposed by Tucker, Gullekson, and Esmond-Kiger (2012) emotional intelligence plays a vital role to succeed during study abroad. They also stated that people with good or deep emotional understanding are also prone to act effectively in a multicultural condition.

Being in another culture allows people to observe the actions of the individuals of that culture and notice what actions have positive and negative effects. For instance, some cultures are thought to be emotional expressive and other to be less restrained (Hofstede et al., 2010). Sternberg and Grigorenko (2006) have found that tacit knowledge increase with experience. The more experience people have in other cultures, the more tacit knowledge they acquire about emotional and cultural norms. In order to effectively interact with locals a person will need to develop communication skills because one component of multicultural learning involves not only individuals' emotion and skill development but also the generation of multicultural communication skills. This improvement in communication skills will allow person to increase cultural intelligence because of the ability to effectively communicate with those in other cultures, and increase emotional intelligence. This happens because it will likely improve the ability to express one's own emotions and understand other's emotional communications (Gilleard, 2002; Olson and Kroeger, 2001 and Yamazaki and Kayes, 2004).

Sanchez and Medkik (2004) state that the diversity accepted person can have sense of belongingness to individual, groups, and the organization. Individuals who tolerate diversity can improve communication skill, create ethno-cultural sensitivity, and promote respecting cultural diversity for the well being of overall society. This diversity awareness encourages the students to change stereotypical behavior, beliefs, emotions, and attitudes toward differences in others.

According to Gaze (2003) students with high emotions have high positive diversity receptiveness. In the same manner, increased levels of emotional intelligence help students to have long lasting relationships; build solid networks and share common ground with others from different background. The emotionally intelligent student, who is receptive of diversity, can possess a sense of self-awareness that can assist in leading across cultural setting (Usher & Pajares, 2008). Davis (2010) stated that students rated higher on interpersonal relationship,

empathy and social responsibility that preferred feeling rather than thinking. The ones who preferred feeling tend to be more vigilant and aware of feelings of others and look for mutually satisfying relationships that are characterized by emotional closeness. For first year students making transitions from school to university and coping with a range of issues as diverse as homesickness, adapting to the academic mores and styles or experiencing a culture clash. For some students, this creates tensions which, in the absence of appropriate support, lead to negative experiences and eventual withdrawal from their course (Qualter et al., 2009). Additionally, students with higher levels of emotional intelligence are more likely to achieve academic and social success. Regarding to social success it is the most important predictor of positive intercultural adjustment and also it is important for positive adjustment as it control negative emotions which are inevitable in intercultural life. However, this is a formidable challenge for freshman students who have a lower emotional intelligence, and thus lack the skills necessary for effective team-work (Tanju .D, 2016).

In contrast, Song (2009) maintains that an individual's reaction to cultural difference is a more cognitive-based than affective skill. He justifies this by explaining that people adapt to cultural difference through a cognitive reappraisal process. For example, when a person is able to think of a stressful life event as an opportunity rather than as challenge that reduces negative psychological outcomes. However, it is argued that such cognitive reappraisal cannot take place without emotional regulation, understanding, and empathy. Therefore, much of the literature on multicultural sensitiveness shows that although such a competency is classified under the affective component of multicultural competencies, its function actually combines affective as well as cognitive processes. In addition, affective and cognitive based skills have been observed as the building blocks of multicultural competence sensitiveness (Bennett & Bennett, 2004). Culture does not have a role to create emotions but instead should conceal and affects emotional functioning through identifying which emotions are negative or positive, when emotions expressed and even how emotions should be displayed. It can use emotions to control behavior as it teaches people to have various emotional reactions to some particular events and provides structure, guidelines, expectations, and rules to help people understand and interpret behaviors (Diener, Oishi &Triandis, 1998).

When visiting a society that is more expressive emotionally a person may observe a variety of appropriate emotional behaviors occurring during different situation. Observing others

behaviors may allow an individual to become more emotionally intelligent. This happens because the experience will probably increase one's ability to understand cultural cues and appropriate emotional behavior. Moreover, when people are exposed to other cultures they increase cultural intelligence because it allows them to recognize cultural differences more quickly (Trompenaars and Hampden, 1998). Some research shows different individuals from different backgrounds are better in their emotional intelligence because different experience helps people to identify their emotion better (e.g. Yamazaki and Kayes, 2004). This may result from observing the contacts between cultures which may also increase cultural intelligence because one becomes more aware of cultural differences (Fatt and Howe, 2003).

In study by Ponterotto, Ruckdeschel, Joseph, Tennenbaum, & Bruno (2011), over 20% of the variance in emotional intelligence had been accounted for by the components of multicultural personality. This evidence suggests that emotional intelligence and multiculturalism are greatly related, which in turn could imply that intercultural sensitivity will also be related to emotional intelligence.

2.10. Social Identity Theories

As per social identity scholars John Berry (1993), Marilynn Brewer (1995), and Henri Tajfel (1978), individuals from all social orders take part in social categorization and re-categorization. Tajfel stated that social identity is built with regards to frames of mind toward one's group, and is identified with prejudice, intergroup conflict, culture, and cultural assimilation. Brewer (1991) showed that people's inspiration to claim and express their social identities "relies upon the contending requirements for comprehensiveness and uniqueness, whereby individuals look for an optimal dimension of distinctiveness" in choosing a group. Situational cues can shift the salience of an identity, yet people additionally observe themselves as well as other people in predictable terms and make circumstances that help these perspectives. Despite the fact that studies of social identity have normally utilized artificial social group, for example, collage students brought together in short-term research center circumstances, normal transition through the life that influence social identities and self definition can, thus, influence how people adjust to changing environmental chances and threats (Ruble, 1994).

Social identification to a group gives people with a specific dimension of comfort that can lead positive results while interacting with individual's fellow group members, for example,

assertion and data sharing (Levine and Moreland, 1998). However, the pattern of having greater ties amongst those that belong to similar groups imposes a significant threat when teams are culturally diverse. Individuals may create hypothetical divides according to their correlated homogeneous attributes (Lau & Murnighan, 1998). This is associated with individuals' favoritism towards their subgroup members, especially when the divide is strong (Thatcher & Patel, 2011). Consequently, diversity is likely to bring differences to the forefront when opportunities occur, thus, in-groups and out-groups are made more prominent.

Since the objective of this study is to investigate the relationship between emotional intelligence and multicultural competence of students, the social identity theory gives insight for the investigator that social identification to a group gives comfort that can lead positive result but confronted with conflict between culturally diverse groups. Emotional intelligence is biologically programmed and differs from person to person, yet it is under influence of culture and shaped in a culture and multicultural competence is socially learned behavior yet, became a person identification and personally achieved.

2.11. Measurement of emotional intelligence and multicultural competence

Research on emotional intelligence has expanded over the last decade and today there are a variety of test to assist it. According to palmer, Gighan and Stough (2003) measurement falls in to two catagories: performance /Ability Test of emotional intelligence measurement instruments like the Mayer-Salvoes emotional intelligence scale (MISCIT V1.1 and V 2.0), the levels of emotional awareness scale (LEASI) and the Multi-factor emotional intelligence scale (MEIS); and the second category is a self report measures of emotional intelligence which includes the Trait Meta Mood Scale (TMMS); Bar-On emotional Quotient Inventory (EQ-I,2002).

Measurement of multicultural competence is (2006) Bracket and Mayer (2003) Plamer, Gighan and Stough (2003) and Chen & Starosta (2000) intercultural sensitivity scale (ISS).The multicultural personality model (Van der Zee & Van Oudenhoven 2000), the Developmental Model of Intercultural Sensitivity (Bennett 1986, 1993), and the cultural intelligence model (Ang & Van Dyne 2008a, Earley & Ang 2003)

2.12. Summary and Implication

From different research findings and review discussed so far, the following points are summarized

- ❖ The scientific and public circle made the concept of emotional intelligence a major topic but scientists and researchers found it difficult to agree on one definition.
- ❖ Currently, there are three models accepted by the scientific community, these are: the EI ability model by Mayer and Salovey(2006), Bar-On's Emotional Quotient Inventory Short Form (Bar-On 2002 EQ I-S), and the emotional competence model focused on the workplace (Goleman,1998).
- ❖ Emotional intelligence has relations with sex and academic year level as well as multicultural competence particularly "Empathy" but no research result found with regard to multicultural sensitivity. However, those results are not consistent even with respect to sex and academic year level most correlations found favor first year students, females than males still other found no significant sex difference. There is still gap that needs further investigation whether females or males, first, second or third year students are more emotionally intelligent or not.
- ❖ Multicultural competence has gone by many names in different disciplines including cross-cultural competence in the field of intercultural competence and multicultural competence in higher education. One of the major aspects of multicultural communication competence is multicultural sensitivity.
- ❖ There are different definitions of multicultural sensitivity found in literatures. One of the biggest problems lies in the confusion of the concept multicultural sensitivity, multicultural awareness and multicultural competence.
- ❖ Intercultural sensitivity is the affective dimension of intercultural communication competence that refers to the emotional desire of a person to acknowledge, appreciate, and accept cultural differences.
- ❖ Since intercultural competence is not a naturally occurring phenomenon, we must be intentional about addressing this at our higher education- through curricular and co-curricular efforts.

- ❖ Emotional intelligence can be a predictor of student's multicultural growth in the form of decreased ethnocentrism and decreased communication apprehension.

In general, most of previous research findings seem inconsistent and controversial; there is still literature and knowledge gap in the relationship of emotional intelligence and multicultural competence particularly multicultural sensitivity. This gap, therefore, imply the need for further investigation in this area by considering academic year level and sex.

Chapter Three

Methods

This section of the study present the research design, description of the study site, target population with sample and sampling technique, instrument for data collection and data analysis technique that was used in the study. In addition the construction; reliability and validity; procedures followed during test administration and scoring method are describe

3.1. Design of the study

The study employed descriptive survey design to describe the level of emotional intelligence and multicultural competence of the students and to investigate the relationship between them.”A survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From sample results, the researcher generalizes or draws inferences to the population” (Creswell, 2014). Employing survey design assumed relevant and appropriate to collect and analyze the data for this study. So, the investigator employed descriptive survey research design.

3.2. Study site

The area of the study was Dilla University. Dilla is capital city of Gedeo Zone found in Southern Nations, Nationalities, and Peoples Region (SNNPR) and the university is found in this city. The University encompasses students from different background (language, religious, cultural). There are various units in this university consisting of six college, three schools, and two institutes. It has undergraduate, post-graduates and PhD program. From these six Colleges, College of Social science and Humanities are selected purposefully because this college has greater number of departments and students to represent the population. This College totally has nine departments include: Amharic Language & Literature, English Language & Literature, Afan Oromo Language & Literature, Journalism & Communication, History & Heritage Management, Civics & Ethical studies, Sociology, Social Anthropology and Geography & Environmental Studies. All departments run undergraduate program. Dilla University is selected because students all over the country studying in this University and this diversity helps the investigator easily find students from different cultural background. It was easy for the investigator to administer the questionnaires in collaboration with staff in Dilla University. Moreover, there was

ethnic based conflict in this university and the investigator have observed and experienced different challenges in this university mostly as a student and as a university worker regarding this conflict.

3.3. Population

The population of the study was all students of Dilla University who are attending their undergraduate education in a regular program in the academic year of 2018/19 G.C. This group is selected because some scholars including Spanierman, et al., (2008) who suggest that content on diversity and social justice during student's college life can have a positive impact on their future. Additionally, the study among others examined emotional intelligence and multicultural competences are accepted to be vital for undergraduate student's accomplishment in their university life.

3.4. Sample size and sampling technique

The participants of the study were students of Dilla University College of Social science and Humanities who are attending their undergraduate in a regular program in the academic year of 2018/19 G.C. There are a total of 1,050 (one thousand fifty) students who are attending their undergraduate education in a regular program in this nine departments. In order to determine the sample size of this population, sample size determination procedures are followed. According to different literature three criteria specified to determine the appropriate sample size in addition to the purpose of the study and population size: the level of precision, the level of confidence/risk level, and the degree of variability in the attributes being measured (Miaoulis and Michener, 1976). Taking all the above factors into consideration the sample size of this study used the "Tables for Sample Size Determination" which is developed by (Yamane,1967). Additionally, these scholars provides a simplified formula to calculate sample sizes

$$n = \frac{N}{1 + N(e)^2}$$

Hence, to compensate for non-response adding 10% to sample size is recommended. Therefore, totally the sample size of this study is 285(144 female and 141 male).

The sampling procedure for the study is used stratification method. Therefore, stratification method which is equal allocation technique based on the following strata is used: departments, gender and batches (year of studies) as stratification factors to group the population to make sampling straightforward and be sure that each departments and every batch students gets the right share or equal chance to participate in the study. Thus the data was collected from 27 classes by using simple random sampling. Therefore, 11 (from each 1st, 2nd and 3rd year) were sampled from 15 classes and 10 (from each 1st, 2nd and 3rd year) were sampled from 12 classes.

3.5. Measures

To gather data for the present study three measures were used. The first measure was participants socio demographic questionnaire, second was emotional intelligence standardize scale and the third was multicultural sensitivity scale.

I. Socio demographic measure

The instrument for measuring general information of the subjects consist three items that ask respondents to indicate their sex, academic year level, region.

II. Emotional intelligence measure

The instrument employed to measure emotional intelligence was structured rating scale type which consists of 50 items. The instrument was developed by Bar-On (2002) that includes 5 scales that comprise subscale scores: Intrapersonal skill which has 11 items (eg. "I am unable to express my ideas to others"), Interpersonal which has 9 items (eg. "I like helping people"), Stress Management which has 11 items (eg. "I do not do anything bad in my life"), Adaptability which has 10 items (e.g. "My approach in overcoming difficulty is to move step-by-step")and General Mood which has 9 items (eg. "I am fairly cheerful person"). Bar-On developed this Emotion Quotient Inventory to be used with various populations and in varying situations. The instrument have a Likert scale-type response format in which the subjects are required to rate the extent to which they agree with each statement on five-point scale ranging between strongly agree (5) to strongly disagree (1). Accordingly, (1=strongly disagree; 2=disagree; 3= undecided; 4 =agree; 5= strongly agree). Bar-On Emotion Quotient Inventory chronbach Alpha in a South African

sample showed an average coefficient of .85 (Bar-On, 1997). Study by Casper (2014) similarly found alpha coefficients ranged between 0.84 and 0.88 and for this study the alpha coefficient of emotional intelligence found ($\alpha=0.77$). A standard score is based on a mean of 100 and standard deviation of 15. Average to above average EQ scores on the EQ-i suggest that the respondent is effective in emotional functioning. The higher the scores, the more positive the prediction for effective functioning in meeting daily demands and challenges. On the other hand, low EQ scores suggest an inability to be effective and the possible existence of emotional, social and/or behavioral problems.

III. Multicultural sensitivity measure

Multicultural sensitivity scale was developed by Chen and Starosta's (2000) with five dimension which include; interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment and interaction attentiveness. Chen and Starosta's (2000) Model of multicultural Sensitivity is one of the models tested in different cultures (Fritz et., al, (2005). It consists 24 items with each statement on five-point scale ranging between 1=strongly disagree to 5=strongly agree. Multicultural sensitivity scales has five subscales: 7 of them measure Interaction Engagement question like (eg. "I am open- minded to people from different cultures."), 6 of them measure Respect for cultural differences question like (eg. "I think my culture is better than the other culture."), 5 of them measure Interaction confidence question like (eg. "I find it very hard to talk in front of people from different cultures."), 3 of them measure Interaction enjoyment question like (eg. "I often get discouraged when I am with people from different cultures.") and 3 of them measure Interaction attentiveness question like (eg. "I am very observant when interacting with people from different cultures."). The Cronbach Alpha reliability coefficient of the original scale was 0.86 Chen and Starosta's (2000). This scale also demonstrates high internal consistency with 0.85, and 0.90 in two separate studies (Şerife & Cemal, 2016 ;Serkan & Elif,2016). Fritz and Mollenburg (1999) on a group of German students and Peng (2005) measured the intercultural sensitivity levels of Thai and Chinese nationals and the results were found to be quite reliable. For this study the Cronbach Alpha coefficient found ($\alpha=0.88$).

3.6. Validity and reliability of the instrument

3.6.1. The validity of the instrument

The validity of the instrument was done by three experts, one who was attending PhD in social psychology and two MA students in social psychology. They give their professional comment on the content validity of the instruments and checked to what extent items was consistent with the objective of the study, whether the items appropriate enough to measure the intended behavior and they suggested that the items are appropriate enough to measure the student's emotional intelligence and multicultural sensitivity. The emotional intelligence items translated from English to Amharic took from Aynalem (2012) study and modify for this study. The Multicultural sensitivity items translated from English to Amharic and the Amharic translation back translated to English by language experts.

3.6.2. Reliability of the instrument

The investigator conducted pilot test to check the reliability of the instruments, piloting of the test helped to find out the reliability of emotional intelligence and multicultural sensitivity scales. The reliability of the questionnaire was conducted on 36 randomly selected students of Addis Ababa University from colleges of Social science. Accordingly, the reliability coefficient of the total emotional intelligence scale was computed and found to be ($\alpha=0.77$). The reliability coefficient for measuring sub-scale of Intrapersonal ($\alpha=0.79$), Interpersonal ($\alpha=0.63$), Adaptability ($\alpha=0.75$), Stress management ($\alpha=0.81$) and General mood ($\alpha=0.73$).

The reliability coefficient of the total Multicultural sensitivity scale was computed and found to be ($\alpha=0.88$). The calculated Chronbach alpha to determine the internal consistency of the sub-scales was found to be ($\alpha=0.68$) for Cultural engagement, ($\alpha=0.622$) for Respect for cultural difference, ($\alpha=0.67$) for Cultural confidence, ($\alpha=0.75$) for Cultural enjoyment and ($\alpha=0.72$) for Cultural attentiveness.

3.7. Procedures of data collection

The administration of the instruments took place at Dilla University Odaya campus. The subjects of the study were undergraduate students in college of Social Science and Humanities

who were attending their education in a regular program. The purpose of the study and necessary direction how to fill in the questionnaire was given to the respondents by the investigator before the questionnaires were distributed. The questionnaires were in Amharic version for all departments except Affan Oromo department. All (1st, 2nd and 3rd) year student of department of Affan Oromo filled out the questionnaire in English version because they can easily understand the concept in English than Amharic. After the respondents had completed filling in the questionnaires the investigator thanked for their willingness.

3.8. Data clearing

The investigator first checked whether there exists un-returned paper, in appropriate answer and infilling questionnaire items or not. Then the paper with mentioned problems was discarded from the next task. During the checking process the investigator got all the distributed paper was returned. A total of 312 students from all departments of college of Social Science and Humanities filled out questionnaire. Out of the distributed questionnaires 285 were found complete and used in the analysis.

Next to this, response given for each statement was changed into numeric value and then scores of the data gathered was made to be encoded into SPSS coded. After the coding processes completed, the negatively and positively worded (statement) items were identified during this time. Therefore, item number 3,7,15,16,22,27,29,32,44,47,48 and 49 are identified as negatively worded (statement) and the rest items were positively worded items for emotional intelligence questionnaires. For multicultural sensitivity questionnaires item number 2,4,7,9,12,15,18,20 and 22 are identified as negatively worded and the rest items were positively worded items. The positively items in both scales scored as the students replied and the negatively worded items coded reversely like (1=5, 2=4, 3=3, 4=2, 5=1).

3.9. Method of data analysis

To analysis the data both descriptive and inferential statistics were used. One sample t-test was used to know the level of emotional intelligence and multicultural competence. An independent sample t-test was used to examine whether there is difference between male and female students in emotional intelligence and multicultural competence. In order to investigate the relationship between emotional intelligence and multicultural competence of student's

Pearson Product Moment Correlation was used. One way ANOVA was used to see academic year level difference among student's in their emotional intelligence and multicultural sensitivity skill. All test were selected based on their assumptions such as; normality of the distribution, homogeneity of variance, type and number of variables. An analysis was performed with the help of Statistical Package for the Social Sciences (SPSS) for windows Version 20.

3.10. Ethical consideration

To get necessary and reliable data which is highly contribute to the validity of the research the investigator first took the letter of corporation from Addis Ababa University school of psychology to Dilla University. After approval of the University the willingness and consent of the participant asked. Purpose of the study was explained, guaranteed that every response which came from them was highly respected and assured confidentiality of their shared information.

Chapter Four

Results

This section presents the results of the study. First, descriptive statistics (frequency, percentage and mean) are presented to see the level of emotional intelligence and multicultural competence among the study participants. The results calculated through inferential statistics (Independent sample t-test, Pearson Product Moment correlation coefficient and one way ANOVA) such as gender difference, academic year level differences in level of emotional intelligence and multicultural sensitivity and the relationship between the variables among the study participants and Tukey's HSD post hoc employed to compare groups and detect any significant differences between them. All computations were done at $\alpha = .05$ level of confidence.

4.1. Characteristics of participants

A total of 312 students from all departments of College of Social Science and Humanities filled out the questionnaire. Out of the distributed questionnaires 285 were found complete and used in the analysis. The profiles of the respondents are presented in the following table.

Table 1: Respondents by gender, academic year level and ethnicity

Variables	Type	F	Percent
Gender	Female	144	50.5%
	Male	141	49.5%
	Total	285	100.0%
Academic Year level	1	98	34.4%
	2	90	31.6%
	3	97	34.0%
	Total	285	100%
Ethnicity	Ethiopia	183	64.2
	Amhara	11	3.9

Oromo	35	12.3
Tigray	12	4.2
South	28	9.8
Total	269	94.4
Missing	16	5.6
Total	285	100.0

As indicated in Table 1 female students were 144(50.5%) and male students were 141(49.5%). Out of 285 sample size 98(34.4%) of the respondents were 1st year students and 90 (31.6%) of other were 2nd year students and 97(34.0%) were 3rd year students. Regarding to the students ethnicity majority or more than two third 183 (64%) of study participants identified themselves as Ethiopian, 11(4%) of them as Amhara, 35(12.3%) of the respondents as Oromo, 12(4.2%) of them as Tigray and 28 (10%) of them as south nation, nationalities and people and the rest 16(5.6%) of the respondents were not respond for this question. This implies that the proportions of female and male students and students from different year level are nearly equal and this makes easy to compare groups. Student's identification of their region implies that the thought of nationality is dominating in higher education institution students.

4.2. The level of emotional intelligence of study participants

Under this sub topic, the first research question about the level of emotional intelligence of students of College of Social science and Humanities in Dilla University is answered. Accordingly, descriptive statistics were computed to examine the levels of the students' emotional intelligence.

In an effort to look at the general level of participants' scores on emotional intelligence test items in , descriptive statistics and frequency were computed for the overall and -five components separately. As stated in the preceding chapter (chapter 3), participants' level of emotional intelligence was assessed by 50-items Likert type emotional intelligence scale which comprises five components. The first component constitutes 9 items and assesses participants' General Mood, for the second component which consist 9 items and assesses Interpersonal skill, the third component assesses intrapersonal skill which consists 11 items, the fourth emotional intelligence

component assesses the adaptability which consists 10 items and the fifth component has 11 items and assess stress management ability.

Hence, to have a general picture about the participants' level of emotional intelligence, the sum of their Mean and Standard Deviation scores were seen. The results are presented in Table 2, below.

Table 2: Level of emotional intelligence of students in general and on each component

	N	Min	Max	Mean	Std. Deviation	t	p	Mean Difference	95% Confidence Interval of the Difference	
									Lower	Upper
EI	285	90.00	235.00	163.46	26.517	40.417	.000	63.467	60.3758	66.5576

As indicated in the Table 2, the mean score of students emotional intelligence is ($M=163.47, SD=26.51$) which is greater than standard mean score ($M=100, SD=15$). One sample t-test value further indicated that the sample mean is significantly different from the standard mean value of emotional intelligence [$t(284)=40.417, p<.000$]. Therefore, from these result students of College of Social Science and Humanities on average have high emotional intelligence (in general). This helps the students to easily expressing their feelings and themselves nondestructively, establishing mutually satisfying relationships, effectively and constructively controlling their emotions, coping with and adapting to change in their daily life.

Table 3: Proportion of Participants in each components of emotional intelligence

Emotional intelligence Components	Level	Frequency	Percent	Total
General	Low	234	82.1%	285
	Average	3	1.1%	
Mood	High	48	16.8%	285
	Low	247	86.7%	
Interpersonal	Average	1	.4%	285

Skill	High	37	13.0%	
	Low	107	37.5%	
Intrapersonal	Average	44	15.4%	285
Skill	High	134	47.0%	
	Low	108	37.9%	
Adaptability	Average	18	6.3%	285
	High	159	55.8%	
	Low	114	40.0%	
Stress	Average	64	22.5%	285
Management	High	107	37.5%	

As it clearly shown in the above table 3, 234(82%) of the participants are scored low in their general mood ability, 48 (16%) participants are high in their general mood ability only 3 participants are in average. The same is true 247(86%) participants of this study scored low in interpersonal skill, 37(13%) of the participants are high interpersonal skill and only 1 participant has an average interpersonal skill. Unlike, the first two components of emotional intelligence in intrapersonal skill 134 (47%) of participants are high in intrapersonal skill. 107(37.5%) of them are low in intrapersonal skill and the rest 44(15.4%) have average intrapersonal skill. It is clearly shown that above average 159(55.8%) of this study participants has high adaptability skill. 108(37.9%) of them has low and 18(6.3%) of the rest has average adaptability skill. The level of Stress management 114(40%) of the respondents has low stress management skill, 107(37.5%) has high and the rest 64(22.5%) of them are has an average stress management skill. This result implies that most of the students are low in their understanding how others feel and ability to maintain a positive and hopeful attitude towards life even in the face of adversity. On the other hand, students are being aware of, understanding and accepting themselves, free of emotional dependency on others and they can effectively and constructively managing and controlling their emotions.

4.2.1. The level of emotional intelligence of participants by gender

An attempt to find out gender difference in emotional intelligence (in general) and in each component descriptive statistics and independent sample t- test analysis was undertaken. The results are presented in Table 4 below.

Table 4: Emotional intelligence by gender

	Gender	N	Min	Max	Mean	Std. Deviation	T	P value
EI(in general)	F	144	90.00	235.00	163.6528	26.13021	.120	.905
	M	141	106.00	235.00	163.2766	26.98362		
General Mood	F	144	15.00	52.00	32.2222	5.58775	.371	.711
	M	141	19.00	44.00	31.9858	5.16857		
Interpersonal skill	F	144	21.00	45.00	33.5972	5.49929	-0.098	0.922
	M	141	19.00	45.00	33.6596	5.23017		
Intrapersonal skill	F	144	17.00	80.00	31.9653	8.78206	-0.747	0.456
	M	141	17.00	52.00	32.6809	7.31566		
Adaptability	F	144	15.00	49.00	34.5833	5.78459	1.080	0.281
	M	141	16.00	49.00	33.8156	6.21473		
Stress management	F	144	14.00	63.00	31.2847	9.31700	0.135	0.893
	M	141	13.00	52.00	31.1348	9.44550		

Table 4, shows that the level of emotional intelligence (in general) and in each component by gender were analyzed by using descriptive statistics and independent sample t-test and the result revealed that the female student scored (M=163.65, SD=2.17) and male students scored (M=163.27, SD=26.98) on general emotional intelligence. T-test value shows there is no statistically significant difference in emotional intelligence by gender difference among participants at; [t (283) =.120, P=.905] significant level. Concerning the components, female students scored relatively higher means than male students in two components, both scored equal means in two components and male students scored higher mean only in “intrapersonal skill” (M= 32.68, SD= 7.31). This result indicated that female students are satisfied with their life and

have a positive and hopeful attitude towards their life even in the face of adversity, better in adjusting their feelings, thoughts and behavior to changing situations and conditions.

4.2.2. The level of emotional intelligence by year level

An attempt to find out year level difference in emotional intelligence (in general) and in each component descriptive statistics and One way ANOVA analysis was performed. The results are presented in Table (5 and 6) below.

Table 5: Participants level of emotional intelligence in general and in each component by year level

	Year level	N	Min	Max	Mean	Std. Deviation
Emotional intelligence(in general)	1	98	90.00	222.00	167.7857	23.36278
	2	90	106.00	235.00	164.5889	28.01600
	3	97	105.00	234.00	158.0619	27.38796
• General Mood	1	98	15.00	52.00	32.9082	5.15749
	2	90	19.00	44.00	31.7889	5.48644
	3	97	20.00	50.00	31.5876	5.45006
• Interpersonal skill	1	98	21.00	45.00	34.7143	4.97416
	2	90	21.00	45.00	32.9667	5.39756
	3	97	19.00	43.00	33.1443	5.57522
• Intrapersonal skill	1	98	21.00	50.00	32.6735	6.31767
	2	90	17.00	52.00	33.1000	8.66486
	3	97	17.00	80.00	31.2371	9.02747
• Adaptability	1	98	15.00	49.00	35.0204	6.16271
	2	90	16.00	47.00	34.6111	5.87261
	3	97	16.00	47.00	33.0000	5.82738
• Stress management	1	98	13.00	63.00	32.4694	8.83433
	2	90	13.00	52.00	32.1222	9.88112
	3	97	13.00	51.00	29.0928	9.11739

As can be observed in Table 5 above, in general emotional intelligence first year students scored higher mean score ($M=167.7, SD=23.3$) than second and third year students.

First year students scored higher means than second and third year students in all components of emotional intelligence except “Intrapersonal skill” in which second year students scored higher mean than first and third year students with ($M=33.1, SD=8.66$). In general first year students scored higher mean than second and third year students in emotional intelligence (in general) and its components. This implies that first year students are competent in emotional intelligence.

Table 6: One way ANOVA to see difference between academic year levels in student’s emotional intelligence

	Sum of Squares	Df	Mean Square	F	P value
Between Groups	4775.016	2	2387.508	3.456	.033
Within Groups	194809.91	282	690.815		
Total	199584.93	284			

Table 6 above reveals that there is statistically significant difference between first, second and third year students in emotional intelligence [$F(3.456)=3.456, p=.033$]. As Tukey HSD indicated that first year students ($M=167.7857, SD=23.36278$) is not significantly different from second year students ($M=164.589, SD=28.016$). However, first year students were significantly higher mean score in emotional intelligence than third year students ($M=158.0619, SD=27.38796$). Second year student ($M=164.589, SD=28.016$) is not significantly different from third year students ($M=158.0619, SD=27.38796$). In general, between first year and third year students there were significant difference but between first and second year students there were no significant difference in the level of emotional intelligence. Surprisingly, unlike other findings first year students of College of Social Science and Humanities are high in their emotional intelligence than third year and this helps them more successfully meet environmental demands and pressures, this helps them to actively and positively cope with stress.

4.3. Level of multicultural competence

The second research question about the level of multicultural competence of students of College of Social Science and humanities in Dilla university is answered. Accordingly, to examine the levels of the students multicultural competence descriptive statistics and frequency was employed and presented below in Table (8 and 9) below.

Table 7: the level of study participants on multicultural competence

	N	Min	Max	Mean	Std. Deviation	T	p	Mean Difference	95% Confidence Interval of the Difference	
MC	285	63	81	79.5404	17.226	14.250	.000	14.5403	Lower	Upper
									12.5319	16.5488

As observed in Table 7, the mean score of students multicultural competence is ($M=79.54, SD=17.226$) which is greater than standard mean score ($M=65, SD=12$). One sample t-test value further indicated that the sample mean is significantly different from the standard mean value of multicultural competence [$t(284)=14.250, p < .000$]. Therefore, students of College of Social Science and Humanities have average multicultural competence. Students being low in interpersonal skill and general mood contribute to not being high in multicultural competence because those components are important when interacting with students from different cultural background.

Table 8: Proportion of participants in multicultural competence

Variable	Level	Frequency	Percent
Multicultural competence	Low	44	15.4%
	Average	122	42.8%
	High	119	41.8%
	Total	285	100.0%

The above Table 8 shows, 44 (15.4 %) of the participants scored low in multicultural competence, 122 (42.8%) of the participants scored average mean and the rest 119 (41.8%) of the participants scored higher mean score in multicultural competence.

4.3.1. Level of multicultural competence by gender

An attempt to find out gender difference in multicultural competence (in general) and in each component descriptive statistics and an independent sample t- test analysis was undertaken. The results are presented in Table 10 below.

Table 9: The level of multicultural competence by gender

	Gender	N	Min	Max	Mean	Std. Deviation	T	P value
MC (in general)	F	144	30.00	115.00	80.2986	15.77556		
	M	141	24.00	116.00	78.7660	18.61591	.750	.454
Interaction engagement	F	144	1.00	11.60	3.6833	.95946		
	M	141	1.00	5.00	3.5560	.88482	1.164	0.245
Respect for diversity difference	F	144	1.67	5.00	3.0880	.87238		
	M	141	1.00	5.00	3.0201	.89387	0.649	0.517
Interaction confidence	F	144	1.00	5.00	3.5625	.79964		
	M	141	1.00	8.00	3.5284	1.04244	0.311	.756
Interaction enjoyment	F	144	1.00	5.00	2.6354	1.34219		
	M	141	1.00	5.00	2.7323	1.30098	-0.618	0.537
Interaction attentiveness	F	144	1.00	5.00	3.9063	.73253		
	M	141	1.00	5.00	3.7394	1.03892	1.570	0.118

Above Table 9 shows, female students scored slightly higher mean ($M=80.2, SD=15.77$) than male students mean score ($M=78.76, SD=18.6$). Concerning components, there were no differences in both female and male students mean score. However, female students are relatively scored higher mean than male students. T-test value revealed that there were no significant difference between female and male participants in multicultural competence $t(283) = .750, P > .05$ significant level.

4.3.2. Level of multicultural competence by year level difference

To examine the levels of the students multicultural competence by year level difference descriptive statistics, one way ANOVA and Tukey's HSD post hoc employed to compare groups and detect significant differences between them and presented below in Table (11, 12 and 13) below.

Table 10: Level of multicultural competence of students in general and in each component by year level

	Year level	N	Min	Max	Mean	Std. Deviation
Multicultural competence (in general)	1	98	52.00	115.00	83.7041	16.37273
	2	90	30.00	113.00	79.4556	15.69811
	3	97	24.00	116.00	75.4124	18.53642
• Interaction engagement	1	98	1.60	5.00	3.6245	.71350
	2	90	1.00	11.60	3.7289	1.16708
	3	97	1.00	4.80	3.5155	.85188
• Respect for cultural differences	1	98	1.67	5.00	3.2670	.90206
	2	90	1.67	4.50	2.9926	.83760
	3	97	1.00	5.00	2.8969	.86884
• Interaction confidence	1	98	1.50	5.00	3.6888	.77581
	2	90	1.00	8.00	3.5306	.99495
	3	97	1.00	5.00	3.4912	.98682
• Interaction enjoyment	1	98	1.00	5.00	3.0791	1.34058
	2	90	1.00	5.00	2.6722	1.22741
	3	97	1.00	5.00	2.2938	1.27782
• Interaction attentiveness	1	98	1.50	5.00	3.9668	.78537
	2	90	1.00	5.00	3.8278	.87622
	3	97	1.00	5.00	3.6753	1.00789

Table 10 on the above, shows that first year students scored higher mean ($M=83.7$, $SD=16.3$) than second and third year students in multicultural competence (in general). Regarding components, similarly first year students scored higher mean on respect for cultural difference ($M=3.26$, $SD=.902$) and interaction enjoyment ($M=3.07$, $SD=1.34$) and all scored higher mean in interaction engagement, interaction confidence and interaction attentiveness. From this result we can conclude that first year students have relatively high multicultural competence.

Table 11: A One way ANOVA summary of difference between academic year levels in multicultural competence

	Sum of Squares	Df	Mean Square	F	P value
Between Groups	3352.540	2	1676.270	5.842	.003
Within Groups	80920.246	282	286.951		
Total	84272.786	284			

In the above Table 11, one way ANOVA result indicated that there is statistically significant difference between first, second and third year group in multicultural competence $F(2,282)=5.842$, $p<0.05$. As Tukey HSD indicated that first year students ($M=83.704$, $SD=16.372$) is not significantly differ from second year students ($M=79.4556$, $SD=15.698$). However, first year students were significantly higher mean score in multicultural competency than third year students ($M=.75.4124$, $SD=18.5364$). Second year students ($M=79.4556$, $SD=15.69811$) is not significantly differ from third year students ($M=.75.4124$, $SD=18.5364$). In general, between first year and third year students there were significant difference but between first and second year students there were no significantly difference in the level of multicultural competence.

4.4. The relationship between emotional intelligence and multicultural competence of the study participants

Pearson product moment Correlation (r) was computed to find out whether there was significant relation between the overall and five components of emotional intelligence and total multicultural competence and components of emotional intelligence and components of multicultural competence among students. The results are shown in Table (14, 15 and 16) below.

Table 12: Pearson Product Moment Correlation to examine the correlation between emotional intelligence and multicultural competence

		Correlations	
		Emotional	MC
Emotional	Pearson Correlation	1	.721**
	Sig. (2-tailed)		.000
	N	285	285
MC	Pearson Correlation	.721**	1
	Sig. (2-tailed)	.000	
	N	285	285

** . Correlation is significant at the 0.01 level (2-tailed).

In table 12, Pearson product moment correlation found that the overall emotional intelligence has statistically significant positive strong relationship with multicultural competence ($r = .721$, $P < 0.05$).

Table 13: Pearson Product Moment Correlation to examine the correlation among components of emotional intelligence and multicultural competence

		MC	GMood	INTER	INTRA	Adaptability	Stress Management
MC	Correlation	1	.441**	-.452**	-.349**	-.323**	-.323**
			.000	.000	.000	.000	.000
	N	285	285	285	285	285	285

** . Correlation is significant at the 0.01 level (2-tailed).

The Pearson product moment correlation result found that there was statistically significant relationship between components of emotional intelligence and multicultural competence. Multicultural competence has positive moderate relationship with general mood ($r=.441$, $p<0.05$). Interpersonal skill has negative moderate relationship with multicultural competence ($r= -.452$, $p<0.05$). Intrapersonal skill has negatively weak relationship with multicultural competence ($r= -.349$, $p<0.05$). Multicultural competency and adaptability has negatively weak relationship ($r= -.323$, $p<0.05$). Stress management has negatively weak relationship with multicultural competence ($r= -.323$, $p< 0.05$).

Table 14: Pearson Product Moment Correlation to examine the correlation between components of emotional intelligence and component of multicultural competence

	Emotional intelligence components				
	General mood	Interpersonal skill	Intrapersonal skill	Adaptation	Stress management
Interaction engagement	.342**	.425**	.238**	.426**	.251**
Respect for cultural difference	.321**	.450**	.531**	.507**	.621**
Interaction confidence	.367**	.561**	.187**	.457**	.204**
Interaction enjoyment	.280**	.357**	.547**	.505**	.622**
Interaction attentiveness	.335**	.508**	.187**	.473**	.241**

The Pearson product moment correlation result found that there was statistically significant positive relationship between components of multicultural competence and components of emotional intelligence.

Interaction engagement has weak relationship with general mood($r = .342$, $p < 0.05$), intrapersonal skill($r = .238$, $p < 0.05$) and with stress management($r = .251$, $p < 0.05$). Yet, it has moderate

relationship with interpersonal skill ($r=.425, p<0.05$) and adaptability ($r=.426, p<0.05$). Respect for cultural difference has weak relationship with general mood ($r=.321, p<0.05$) and moderate relationship with interpersonal skill ($r=.450, p<0.05$), intrapersonal skill ($r=.531, p<0.05$), adaptability ($r=.507, p<0.05$) and stress management ($r=.621, p<0.05$).

Interaction confidence has weak relationship with general mood ($r=.367, p<0.05$), intrapersonal skill ($r=.187, p<0.05$) which is almost no relationship and stress management ($r=.204, p<0.05$). On the other hand, has moderate relationship with interpersonal skill ($r=.561, p<0.05$) and adaptability ($r=.457, p<0.05$).

Interaction enjoyment has weak relationship with general mood ($r=.280, p<0.05$) and interpersonal skill ($r=.357, p<0.05$). Yet, has moderate relationship with intrapersonal skill ($r=.547, p<0.05$), adaptability ($r=.505, p<0.05$) and stress management ($r=.622, p<0.05$).

Interaction attentiveness has weak relationship with general mood ($r=.335, p<0.05$), intrapersonal skill ($r=.187, p<0.05$) almost no relationship with interaction attentiveness, stress management ($r=.241, p<0.05$). On the other hand, has moderate relationship with interpersonal skill ($r=.508, p<0.05$) and adaptability ($r=.473, p<0.05$).

Chapter Five

Discussion

The purpose of the study was to investigate the relationship between emotional intelligence and multicultural competence. While looking at a variety of factors that could influence this relationship, such as the student standing at the university (i.e. freshman, junior, senior) and gender. In doing so, quantitative data were gathered. These data were gathered through a Likert scale type standardized questionnaire which was developed by different scholars. The questionnaire was also piloted for checking its reliability and assured that it has very good reliability result (Cronbach alpha = 0.77) for emotional intelligence instrument and (Cronbach alpha = 0.883) for multicultural sensitivity instrument. Additionally, this part discussed the results in relation to the research questions by relating, comparing and contrasting them with previous research results which were reviewed and summarized in review of related literature part.

5.1. Participants level of emotional intelligence and multicultural

One of the major interests in the present investigation was to see how emotionally intelligent and multicultural competent were the study participants. In order to examine this, one sample t-test, mean and standard deviation scores of the participants' seen. According to one sample t-test value, students level of the emotional intelligence indicated that the sample mean is significantly different from the standard mean value of emotional intelligence [$t(284)=40.417, p<.000$]. The mean score of students emotional intelligence is ($M=163.47, SD=26.51$) which is greater than standard mean score ($M=100, SD=15$). Hence, the result indicted that participant's have higher emotional intelligence mean score compared to the standard scored mean. Thus, it can be concluded that Dilla University College of social science and humanities students are high in emotional intelligence in general. However, According to the frequency distribution of the respondents by each components of emotional intelligence, the frequency table indicated that for general mood, interpersonal skill and for stress management the students scored low. On the other hand, students scored high in intrapersonal skill and adaptability. This result is found to be consistent with Nasheeta (2011) with the high mean score for the Intrapersonal dimension that students scored higher, for the Stress management dimension the mean score indicates that

students report this facet to be the lowest average, the low mean score for the Interpersonal dimension indicates that students showed Interpersonal aspects to be one of the dimensions on which their emotional intelligence was lower, in terms of the Adaptability dimension, the mean score reveals that students scored higher, for the General Mood dimension, the mean score suggests that students scored lower. Yet, this result is completely different from (Nam,2008). According to Nam (2008), emotional intelligence among college students on San Jose State University, among the five emotional intelligence components, with four components students scored high and on one component (Adaptability) scored low which is different from this finding regarding five components.

Concerning, the level of multicultural competence of the students the result shows one sample t-test value indicated that the sample mean is significantly different from the standard mean value of multicultural competence [$t(284)=14.250, p<.000$]. The mean score of students multicultural competence is ($M=79.54, SD=17.226$) which is greater than standard mean score ($M=65$). From these results, we can conclude that majority of students are an average in multicultural competence. This result is supported by Cartwright (2012) the results demonstrate a relatively high level of intercultural competence and a majority of the participants (55%) scoring in the high level in multicultural competence. Another study done by Alison (2007), shows that students have a higher level of intercultural sensitivity.

One reason may be to immerse themselves in those cultures in order to learn the language of the country. When an individual learns a new language, gaining knowledge of the source culture for that language is intrinsic within that process. Undergraduate students have this may be due to the fact that younger students, in this case the undergraduates are coming into contact with people from cultural backgrounds different than their own at an early age, and consequently may be more likely to have a higher level of sensitivity at an earlier age.

5.2. Participants level of emotional intelligence and multicultural competence by demographic variables

5.2.1. Emotional intelligence and multicultural competence by gender

With regards to gender effects, the study results were consistent with the findings of Bar-On (1997), revealing no difference in overall emotional intelligence between males and females.

However, gender differences were found with respect to some components (i.e. in general mood, adaptability) female students comparatively have higher ability than male students. This result is similar with the finding of Nasheeta (2011), male respondents reporting significantly lower emotional intelligence compared to females. In a study by Sanchez-Nunez, Berrocal, Montanes and Latorre (2008) who conducted a study in Spain on whether emotional intelligence depends on gender, found no significant difference in terms of the overall findings and revealed slight differences between male and female undergraduate students that females scored higher on social responsibilities and interpersonal relationships than male students. The study of Katyal and Awasthi (2005) on students of Chandigarh, showed females with higher emotional intelligence, however, the difference was not as significant to be conclusive but only suggestive of the trend. Although no significant differences were found between emotional intelligence and gender, a significant difference between gender and some factorial components of emotional intelligence existed in a study conducted by BarOn (1996). On the other hand, in a research study by Liptak (2005), the males total emotional intelligence score was higher than that of females. Specifically, male students' scores on the subscales were significantly higher than the scores of females.

There appears to be no overwhelming empirical evidence that supports the notion that a positive relationship exists between emotional intelligence and gender of undergraduate students in a tertiary institution. The general perception exists that emotional intelligence of women are generally higher than males in a tertiary environment.

Concerning, the level of students multicultural competence the result of this research indicated that there is no significant difference in terms of gender $t(283) = .750, P > .05$ on multicultural competence level. However, female students are relatively scored ($M=80.2986, SD=15.77556$) higher mean than male ($M=78.7660, SD=18.61591$) students. This means that the female students in this study may already have been programmed as young children, to have a higher level of emotion, making it easier for them to be culturally aware, and thus eventually leading to a higher level of intercultural sensitivity. This result is similar with the finding of Alison (2007) although there were no statistically significant results that showed females have a higher level of intercultural sensitivity than do males. Similarly, Study by Antonio (2017) also found no significant difference between female and male students, the mean response for female participants was higher than for male participants. This may be due to the fact that in many

cultures, women are raised to be more aware of and attuned to feelings and the superior distinctions go with them than men are (Goleman, 1998). On the other hand, Margarethe, Hannes and Wiesinger (2012) , shows that there is no significant difference between male and female in terms of multicultural sensitivity but males scored slightly higher than female.

5.2.2. Difference in emotional intelligence and multicultural competence by year level

Concerning academic year level difference in emotional intelligence of students, this study result indicated there was statistically significant difference in overall emotional intelligence between first, second and third year students. Tukey HSD indicated first year students have high emotional intelligence than second and third year students. Additionally, in components of emotional intelligence general mood, interpersonal and adaptability skill first year students have higher ability than second and third year students. In intrapersonal skill second year students have higher skill than first and third year students. In stress management third year students have lower skill than first and second year students. This result is inconsistent with the study conducted by Hiam (2018), the result indicated that the differences in the degree of emotional intelligence and social adjustment between first, second and third-year students in favor of second-year students, and the reason can be attributed that the student in the second year have been settled in the university and already make his social relations, This can be explained that the second-year students after they have crossed the entry to the university environment in the first year, and this is a new environment for them in addition to not having the expertise appropriate to possess a greater consensus, the first year student did not spend the time to make friends, so school years which spent by students in University help him compatibility larger. Stress levels reported during the first year of study are typically higher than levels reported in subsequent years of study (Ross, Niebling, & Heckert, 1999).

Regarding the level of multicultural competence one way ANOVA analysis revealed that there is statistically significant difference between first, second and third year group in multicultural competence. As Tukey HSD indicated, the difference were between first year and third year students and first year students are high in multicultural competence than third year students. This result supported by Summers and Volet (2008), the result indicated year level difference in multicultural sensitivity in favor of first year and suggested that students' preference for

intercultural interaction not only decreased over time, but becomes more negative from first year to second and third year among undergraduate students.

5.3. The relationship between emotional intelligence and multicultural competence

As indicated in data presentation, there is significant positive strong relationship between emotional intelligence and multicultural competence ($r = .721$, $P < 0.05$). Emotional intelligence showed a positive relationship with intercultural sensitivity. Moreover, components of emotional intelligence have a positive relationship with components of multicultural competence. This positive link is in line with past result of a positive association of intercultural sensitivity with emotional intelligence (Anjanad 2013, 2006; Saberi, 2012). Similarly, study by Conrad (2006) has demonstrated that trait emotional intelligence was positively correlated with intercultural sensitivity, and Saberi (2012) has shown that ability emotional intelligence can foster intercultural sensitivity. Harrison and Voelker (2006) asserted that students with higher self-emotional appraisal, higher others' emotional appraisal and higher regulation of emotions adjusted better to their host culture than those peers scoring lower on these emotional intelligence dimensions. Schmitz and Schmitz (2012) have found that being more emotionally intelligent can assist in adjustment to a different culture. Other research found that emotional intelligence serve as a valuable tool for those engaging in intercultural encounters, such as study abroad programs (Gullekson & Tucker, 2013). This study result found that there was statistically significant positive relationship between components of multicultural competence and components of emotional intelligence. This result is found to be consistent with study by Ponterotto, Ruckdeschel, Joseph, Tennenbaum, & Bruno (2011) the association of emotional intelligence to multicultural personality variables has been examined and emotional intelligence at the total score and subscale score level has been strongly linked with five aspects of multicultural competence.

However, there has been no study the investigator could find that measured emotional intelligence and multicultural sensitivity, with the scale used for this study, the intercultural sensitivity scale in Ethiopia.

Chapter Six

Summary, Conclusions and Recommendations

6.1. Summary

The major purpose of this study was to investigate the relationship between emotional intelligence and multicultural competence among undergraduate students of Dilla University. To carry out this study the following basic research questions were raised.

1. What is the level of emotional intelligence of College of Social Science and Humanities students?
2. What is the level of multicultural competence of College of Social Science and Humanities students?
3. Is there a relationship between emotional intelligence and multicultural competence among Dilla University Students?
4. Is the level of emotional intelligence and multicultural competence of the students different by gender and academic year level?

The participants of the study were Dilla University College of Social Science and Humanities undergraduate students who are attending their study in the year 2018/19 G.C. A total of 285 students from nine departments (: Amharic Language & Literature, English Language & Literature, Afan Oromo Language & Literature, Journalism & Communication, History & Heritage Management, Civics & Ethical studies, Sociology, Social Anthropology and Geography & Environmental Studies) were selected. 98 from first year, 90 second year and 97 from third year among populations were randomly selected. Among this samples male and female constituted equal portion. The students were provided with self-report scale type questionnaire which consists of emotional intelligence scale (50 items) and multicultural sensitivity scale (24 items) in which they rate from 1 to 5, to assess their levels of emotional intelligence and multicultural competence. Data collected from the participants were analyzed using descriptive statistics (frequency, percentage, mean, Standard Deviation, one sample t-test and Pearson product correlation), inferential statistics like t-test (one sample independent

sample), and one way ANOVA. As the result of analysis made on the collected data using different statistics the following results were obtained and summarized as follows:

The results of the present study indicated that participants' scores of emotional intelligence of the majority of Dilla University College of Social Science and Humanities students are generally higher when compared to experts' scores. The level of multicultural competence majority of the students scored average in multicultural competence.

Results on gender difference on both emotional intelligence and multicultural competence showed that there is no statistically significant difference in both emotional intelligence and multicultural competence. However, female students scored slightly higher than male students in both emotional intelligence and multicultural competence.

The result of one way ANOVA indicated that academic year level difference on emotional intelligence there is significance difference in general emotional intelligence $F(3,456)=$, $p<0.05$. First year students have higher scored in overall and three components of emotional intelligence (general mood, interpersonal and adaptability skill) than third year students. Second year students have higher intrapersonal skill than first and third year students. Third year students have lower stress management skill than first and second year students. Academic year level difference on multicultural competence there is statistically significant difference between first, second and third year group in multicultural competence $F(2,282)= 5.842$, $p<0.05$. There were significant difference between first year and third year students although between first and second year students there were no significantly difference in the level of multicultural competence.

Correlation analysis indicated that the overall emotional intelligence has statistically significant positive strong relationship with multicultural competence. The Pearson product moment correlation result found that there was statistically significant relationship between components of emotional intelligence and multicultural competence. Multicultural competence has positive moderate relationship with general mood ($r=.441$, $p<0.05$), negative moderate relationship ($r= -.452$, $p<0.05$) with interpersonal skill, negatively weak relationship ($r= -.349$, $p<0.05$) with intrapersonal skill, negatively weak relationship ($r= -.323$, $p<0.05$) with adaptability and has negatively weak relationship ($r= -.323$, $p< 0.05$) with stress management.

6.2. Conclusions

- Based on the result, this study empirically demonstrated that college of social science and humanities of Dilla university undergraduate students are high in emotional intelligence and majority of students are average in multicultural competence. Therefore, this helps them to easily communicate with students from different cultural background, accept and tolerate diversity. This diversity tolerance can improve communication skill, create ethno-cultural sensitivity, and promote respecting cultural diversity for the well being of the university environment. This may be the reason why there was no ethnic based conflict in 2018/19 G.C at Dilla University.
- The result of the study also showed that there was no significant difference between female and male students in the level of their emotional intelligence and multicultural competence. There for, being female and male does not have implication to be high and low in emotional intelligence and multicultural competence.
- According to the finding of this study, there is significance difference between first, second and third year students in emotional intelligence. First year students are high in their emotional intelligence. Similarly, students from first year are high in multicultural competence than third year students and there is no significant difference between first and second year and second year and third year students in multicultural competence.
- General emotional intelligence and multicultural competence of the students have statistically significant positive correlation. Accordingly, students who are high in emotional intelligence imply that they are also higher in multicultural communication competence. However, Multicultural competence has positive moderate relationship with general mood. Interpersonal skill has negative moderate relationship with multicultural competence. Intrapersonal skill, adaptability and Stress management has negatively weak relationship with multicultural competence. Thus, this result suggest that attention should given to develop students adaptability, stress management and intrapersonal skill to advance students emotional intelligence and reduce lack of tolerance for diversity, because emotional intelligence is important to respect diversity and students with higher emotional intelligence are more likely to associate with people in diverse and engage in activities that promote a positive lifestyle.

- Components of emotional intelligence and components of multicultural sensitivity has a positive relationship. Therefore, developing student's emotional intelligence will develop multicultural sensitivity of students a well.

Finally, beside cognitive or other factor emotional intelligence is vital for students of college of social science and humanities to hold and respect diversity and to communicate effectively in multicultural setting.

6.3. Recommendations

Based on what has been reached from the study results, the following recommendations were forwarded concerning Dilla University students of College of Social Science and Humanities status of emotional intelligence and multicultural competence.

1. Emotional intelligence plays an important role in creating healthy classroom and university environment through developing positive interpersonal relationships between students from different cultural background, university instructors, university higher officials need to find ways that enhance student's general mood, interpersonal skill and stress management.
2. Development of better emotional intelligence in university students may bring better educational outcomes in terms of improved healthier personality development and greater success in work field. Students at different levels of college studies may benefit from the awareness and skill of emotional intelligence and its possible role in their intercultural communication competence.
3. The University shall preparing extension and training programs for students to work on the development of some components of emotional intelligence skills for both gender and for different years and disciplines. Adaptability problem and stress experienced by students especially for second and third year students is vital when interacting with others of different cultural norms. Hence, adaptability is considered as a core of emotional intelligence ability. Pre-training is recommended to help students be more aware of their emotions so that they can regulate these feelings in a constructive manner and to enhance the positive outcomes of communication with different cultural norms.

4. Most of previous local investigators focused on emotional intelligence and other variable. Thus, the investigator highly recommend to interested researchers on the area on promoting emotional intelligence and multicultural competence through conducting empirical researches on these issues. Because, local researches are few on this area to use as a reference and to provide sufficient evidence to the concerned body to make decisions concerning the issue.
5. Emotional intelligence and multicultural competence have a relationship. This investigation showed emotional intelligence does certainly contribute to effective multicultural competence-therefore, curriculum designer, policy makers should be give attention to the importance of emotional intelligence in higher education institutions so that the integration of emotional intelligence skill in higher education institutions curricula will be possible.

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Appendixes

Appendix I

Emotional intelligence of students by year level

Tukey HSD Level of emotional intelligence score mean difference by academic year level

Multiple Comparisons						
(I)	(J) acadamic year level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
acadamic year level					Lower Bound	Upper Bound
1	2	3.19683	3.83730	.683	-5.8445	12.2381
	3	9.72386*	3.76443	.028	.8543	18.5934
2	1	-3.19683	3.83730	.683	-12.2381	5.8445
	3	6.52703	3.84676	.208	-2.5365	15.5906
3	1	-9.72386*	3.76443	.028	-18.5934	-.8543
	2	-6.52703	3.84676	.208	-15.5906	2.5365

*. The mean difference is significant at the 0.05 level.

Multicultural Competence of students by year level

Tukey HSD Level of multicultural score mean difference by academic year level

Multiple Comparisons

(I) acadamic year level	(J) acadamic year level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Lower Bound
1	2	4.24853	2.473 14	.20 0	-1.5786
	3	8.29171*	2.426 18	.00 2	2.5753
2	1	-4.24853	2.473	.20	-10.0756

			14	0	
	3	4.04318	2.479	.23	-1.7983
			24	4	
3	1	-8.29171*	2.426	.00	-14.0082
			18	2	
	2	-4.04318	2.479	.23	-9.8847
			24	4	

***. The mean difference is significant at the 0.05 level.**

Appendix II

Emotional intelligence and Multicultural competence questionnaire

Objective: the main purpose of this emotional intelligence questionnaire is to collect data about the relationship of emotional intelligence and multicultural competence in Dilla University.

Direction: in the table below there is a list of terms of EIQ. Read the questions carefully and circle one of the given alternatives in front of each statement that best describes your behavior. I ask you to response the each item genuinely.

The numbers in the table indicates: part one: Demographic

5=Strongly Agree ,4=Agree ,3=Undecided, 2=Disagree, 1=Strongly Disagree

Part one: General information

For the following questions please tick your response on the provided space.

1. Gender: Female Male
2. Year of study/ what is your Batch? _____
3. Ethnicity _____

N	Statements	Option				
		1	2	3	4	5
1	I am fairly cheerful person					
2	I like helping people					
3	I am unable to express my ideas to others					
4	My approach in overcoming difficulty is to move step-by-step					
5	I don't do anything bad in my life					
6	In any ways, I have good feelings					
7	I feel that it is hard for me to control my anxiety					
8	I am unable to understand the way other people feel					
9	I prefer others to tell me what to do and to make decisions for me					
10	My impulsiveness creates problems					
11	I try to see things as they really are, without fantasizing or day dreaming about them					
12	Nothing disturbs me					

13	I feel sure of myself in most situations, even if there are difficulties					
14	I am good at understanding the way other people feel					
15	It is hard for me to understand the way other people feel					
16	I feel that it is hard for me to control and avoid upset and anxieties					
17	When faced with difficult situation, I like to collect all the information about it that I can					
18	I have not told a lie in my life					
19	I am optimistic about most things I do					
20	My friend can tell me intimate things about themselves					
21	In the past few years, I have accomplished little					
22	I am a type of person who become easily anger and who cannot control my emotions					
23	I like to get an overview a problem before trying to solve it					
24	I have not broken law of any kind					
25	I have problem of creating happiness in my life					
26	I care what happens to other people					
27	It is hard for me to make decisions on my own					
28	When facing a problem, the first thing I do is stop and think					
29	I have strong impulses that are hard to control					
30	I am satisfied with my life					
31	My close relationship means a lot to me and to my friend					
32	It is hard for me to express whether I have a close or loose relationship with people					
33	I am impulsive					
34	When trying to solve a problem, I look at each possibility and then decide on the best way					
35	I have not been embarrassed for anything that I have done					
36	I get depressed					
37	I am able to respect others					
38	I am more of a follower that a leaders					
39	I tend to explode with anger easily					
40	In handling different situations that arise, I try to think of as many approaches as I can					

41	When I face up and downs in my life, I hope things will turn out all right					
42	I avoid hurting other people's feeling					
43	People believe that I am self-confident and assertive					
44	I am impatient					
45	I believe in my ability to handle most upsetting problems					
46	I have good relationships with group member other students and teachers					
47	It is hard to express my intimate feeling					
48	Before beginning some things new, I usually feel that I will fail					
49	It is difficult for me to stand up for my rights					
50	People think that I am sociable					

item number 3,7,15,16,22,27,29,32,44,47,48 and 49 are coded reversely developed by Bar-On (2002)

Part three:- Questionnaire to collect data about the relationship of level of multicultural competence

N	Statement	Option				
		1	2	3	4	5
1	I enjoy interacting with people from different cultures					
2	I think people from other cultures are narrow-minded					
3	I am pretty sure of myself in interacting with people from different cultures					
4	I find it very hard to talk in front of people from different cultures					
5	I always know what to say when interacting with people from different cultures					
6	I can be as sociable as I want to be when interacting with people from different cultures					
7	I don't like to be with people from different cultures					
8	I respect the values of people from different cultures					
9	I get upset easily when interacting with people from different cultures					
10	I feel confident when interacting with people from different cultures					
11	I tend to wait before forming an impression of culturally distinct counterparts					
12	I often get discouraged when I am with people from different cultures					
13	I am open-minded to people from different cultures					
14	I am very observant when interacting with people from different cultures					
15	I often feel useless when interacting with people from different cultures					
16	I respect the ways people from different cultures behave					

17	I try to obtain as much information as I can when interacting with people from different cultures					
18	I would not accept the opinions of people from different cultures					
19	I am sensitive to my culturally-distinct counterpart's subtle meanings during our interaction					
20	I think my culture is better than other cultures					
21	I often give positive responses to my culturally different counterpart during our interaction					
22	I avoid those situations where I will have to deal with culturally-distinct persons					
23	I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues					
24	I have a feeling of enjoyment towards differences between my culturally distinct counterpart and me.					

Items 2, 4, 7, 9, 12, 15, 18, 20, 22 are reverse scored. Developed by Chen and Starosta's (2000)

Appendix III

አዲስ አበባ ዩንቨርሲቲ

የትምህርት እና ሥነ-ባሕሪ ጥናት ኮሌጅ

የሳይኮሎጂ ትምህርት ቤት

አጠቃላይ የመጠይቁ አላማ፡- የዚህ መጠይቅ ዋና ዓላማ የተማሪዎችን የስሜት ልቀት (emotional intelligence) እና የተለያዩ ብሄር ካላቸው ተማሪዎች ጋር የመግባባት ብቁነትን የሚለካ ነው። ከዚህም ተጨማሪም የስሜት ልቀታቸው (emotional intelligence) ከተለያዩ ብሄር ካላቸው ተማሪዎች ጋር የመግባባት ብቁነት ጋር ያለውን ተዛማጅነት እንዲሁም ከ ስታቸው፣ በክፍል ደረጃ ልዩነት እንዲሁም ከቤተሰብ ድጋፍ ጋር ያላቸውን ግንኙነት ለማወቅ ጥናት ለማድረግ ነው። መጠይቁ ሶስት ክፍሎች አሉት። እነዚህም የግል ሁኔታ የሚጠይቅ፣ የስሜት ልቀት የሚለካ እና የተለያዩ ብሄር ካላቸው ተማሪዎች ጋር የመግባባት ብቁነትን የሚለካ ነው። የመጠይቁ ክፍል መጠይቁን ለመሙላት የሚያስችሉ መመሪያዎች በመልስ መስጫ ቅጾች እና የራሳቸው አላማዎች ተገልፀዋል። በቀረቡት ጥያቄዎች በተገለጸው መመሪያ መሰረት ትክክለኛ መልስ መስጠት ለጥናቱ መሳካት ከፍተኛ አስተዋጾ ስላላቸው መመሪያዎችን እና እያንዳንዱን ጥያቄ በጥንቃቄ በማንበብ መጠይቁን በታማኝነት እንድትሞሉ/እንድትሞላ አደራ አላለሁ።

ከዚህ መጠይቅ የሚገኘው መረጃ በሚሰጥር ተጠብቆ ሙሉ በሙሉ ለጥናትና ምርምር ብቻ የሚውል መሆኑን አረጋግጣለሁ። መጠይቁ የተዘጋጀው የመልሶችን ጥቅል ግንዛቤ ማወቅ በመሆኑ በተናጠል አንዱ ጥያቄ ላይ ብዙ ጊዜ ባለማጥፋት መልሽ/ስህን አኑር/ር። የሚሰጠው መልስ ጥናትና ምርምሩ ውጤታማነት ወሳኝና ከፍተኛ አስተዋፅኦ ያለው መሆኑን አውቀሽ/ህ በታማኝነት፣ በጥንቃቄና በግልፅ መልስ/ሽ። ስም መፃፍ አያስፈልግም።

ስለትብብርሽ/ህ አመሰግናለሁ።

ክፍል አንድ፡ አጠቃላይ መረጃ

1. ስም፡- ወንድ ሴት
2. ስንተኛ ዓመት ተማሪ ነህ/ሽ? _____
3. ብሄርሽ/ህ ምንድነው _____

ክፍል ሁለት፡ የስሜት ልቀት (emotional intelligence) መለኪያ

መመሪያ፡- የሚከተሉት ጥያቄዎች የተዘጋጁት የስሜት ልቀት/ሽን ለመለካት ነው። ስለዚህ የሚከተሉትን ዓርፍተነገሮች በጥንቃቄ አንብቦ/ሽ ከፊት/ላፊቱ በተዘጋጁ በታዎች ላይ መስማማት/ሽን በደረጃ ግልጫ/ጽ።

በትክክል እስማማለሁ 5, እስማማለሁ 4, መወሰን እችገራለሁ 3, አልስማማም 2, በጭራሽ አልስማማም 1

ተ.ቁ	ዓረፍተ ነገሮች	ምርጫዎች				
		1	2	3	4	5
1	በህይወቴ ደስተኛ ሰው ነኝ።					
2	ሰዎችን መርዳት ያስደስተኛል።					
3	ሀሳቤን ለሌሎች ማካፈል አልችልበትም።					
4	ችግር ሲገጥመኝ መፍትሄ ለመፈለግ ጥረት የማድረገዎ ደረጃ በ ደረጃ (step-by-step) በመሄድ ነው።					
5	በህይወቴ መጥፎ የሚባል ነገር አድርጌ አላወቅም።					
6	በብዙ ሁኔታዎች ስለራሴ ያለኝ ስሜት ጥሩ ነው።					
7	ቁጣዬን የመቆጣጠር ችግር እንዳለብኝ ይሰማኛል።					
8	የሰዎችን ስሜት የመረዳ ችግር አለብኝ።					
9	ሰዎች ምን ማድረግ እንዳለብኝ አንዲነግሩኝና ወላኔ እንዲወስኑልኝ አፈልጋለሁ።					
10	ችኩልነቴ /ስሜታዊነቴ/ ብዙ ጊዜ ችግር ይፈጥርብኛል።					
11	ሁኔታዎችን ሳይሆን ወይም ሳይሆን ለእንዳለው የማየት ችሎታ አለኝ።					
12	በምንም ነገር ሀሳቤ አይረበሽም።					
13	በአስቸጋሪ ሁኔታዎች እንኳን ቢሆን በቀላሉ የምረታ /የምሸነፍ/ ሰው አይደለሁም።					
14	የሰዎችን ስሜት በቀላሉ የመረዳት ብቃቴ አለኝ።					
15	አብዛኛውን ጊዜ የሌሎችን ስሜት የማወቅ ችግር አለብኝ።					
16	ስጋትና ጭንቀቴን መቆጣጠርን ማስወገድ የማልችል ሰው እንደሆንኩ ይሰማኛል።					
17	ችግር በሚገጥመኝ ጊዜ ስለመፍትሄዎ የምችለውን ያህል መረጃ አሰባስባለሁ።					
18	በህይወቴ ወሸት ተናገራ አላወቅም።					
19	በህይወቴ ስለማድረገዎ ብዙ ነገሮች ያለኝ አመለካከት በጎ (positive or optimistic) ነው።					
20	ጓደኞቼ ሚስጥራቸውን ያካፍሉኛል።					
21	ባለፉት አመታት ይህን ስራሁ የምለወደው ወጤታማ ስራ የለም።					
22	በቀላሉ የምቆጣጠር ስሜቴን መቆጣጠር የማልችል ሰው ነኝ።					
23	አንድ ችግር ሲገጥመኝ መፍትሄ ከመሻቴ በፊት የችግሩን ምንነት ለመረዳት እጥራለሁ።					

24	ምንም አይነት ህግ ተላልፎ ወይም ጥሼ አላወቅም፡፡					
25	በኑሮዬ ደስታን የመፍጠር ችግር የለብኝም፤፡					
26	ሌሎች ሰዎች ችግር እንዳይደርስባቸው ጥንቃቄ አደርጋለሁ፡፡					
27	በአንድ ጉዳይ ላይ በግሌ ወሳኔ ላይ የመድረስ ችግር አለብኝ፡፡					
28	ችግር ሲገጥመኝ መጀመሪያ የማደርገው ነገር ቆም ብዬ ስለችግሩ ማሰብ ነው፡፡					
29	ስሜታዊነት ስለሚያጠቃኝ ራሴን መቆጣጠር ያስችግረኛል፤፡					
30	በህይወቴ እርካታ አለኝ፡፡					
31	ከጓደኞቼ ጋር ያለኝ የጠበቀ ግንኙነት ለኔም ሆነ ለጓደኞቼ በህይወታችን ትልቅ ቦታ አለው፡፡					
32	ከሰዎች ጋር ያለኝ ግንኙነት የጠበቀ ይሁን ላላ ለመግለፅ የዳግተኛል፡፡					
33	በተፈጥሮዬ ችኩል ነኝ፡፡					
34	ችግር በሚገጥመኝ ወቅት መፍትሄ የምፈልገው የተለያዩ አማርጮችን ከተመለከተኩ በኋላ የተሻለውን በመምረጥ ነው፡፡					
35	ባገረኳቸው ወይም በፈፀምኳቸው ማናቸውም ስህተቶች አፍሬባቸው አላወቅም፡፡					
36	ድብርት አዘውትሮ ያጠቃኛል፡፡					
37	ሌሎችን የማክበር ችሎታ አለኝ፡፡					
38	ራሴን ስመለከተው በአብዛኛው ከመሪነት ይልቅ ሌሎችን የመከተል ባህሪ ያጠቃኛል፡፡					
39	በቀላሉ የመቆጣት አመል አለብኝ፡፡					
40	የተለያዩ ሁኔታዎች ሲያጋጥሙኝ ስለመፍትሄው የምችለውን ያህል ከተለያዩ አቅጣጫዎች አንጻር ለመመልከት እጥራለሁ፡፡					
41	በኑሮዬ መሰናክል ሲገጥመኝ ነገሮች መልካም እንደሚሆኑ ተስፋ አደርጋለሁ፡፡					
42	የሰዎችን ስሜት ላለመጉዳት ጥንቃቄ አደርጋለሁ፡፡					
43	ሰዎች በራሴ የምተማመን /ደፋር/ እንደሆንኩ አድርገው ያስቡኛል፡፡					
44	ትግስት የሌለኝ ሰው ነኝ፡፡					
45	የሚያበሳጩ ነገሮች ሲገጥሙኝ ተረጋግቼ መፍትሄ መሻት እችላለሁ ብዬ አስባለሁ፡፡					
46	ከሌሎች ተማሪዎች፣ ሰዎች እና አስተማሪዎች ጋር ጥሩ ግንኙነት አለኝ፡፡					
47	ስሜቴን በትክክል መግለፅ አልችልም፡፡					
48	አንድ ጥሩ ወይም አዲስ ሀሳብ ወደ አለምሮዬ ሲመጣ ላይሳካልኝ ይችላል ብዬ ስለማሰብ አልሞክረውም፡፡					

49	ስለሙብቴ መከራከር ይከብደኛል ወይም የማልቸል ሰው ነኝ።					
50	ሰዎች ተግባቢና ተጫዋች እንደሆንኩ አድርገው ይቆጥሩኛል።					

የተለያዩ ባህል ካላቸው ሰዎች ጋር የመግባባት ብቁነት የሚለካ

ተ.ቁ	መግለጫ	ምርጫዎች				
		1	2	3	4	5
1	የተለያዩ ባህል ካላቸው ሰዎች ጋር መገናኘት ያስደስተኛል።					
2	ሌሎች የተለየ ባህል ያላቸው ሰዎች ጠባብ አስተሳሰቦች እንዳላቸው አስባለሁ።					
3	የተለያዩ ባህል ካላቸው ሰዎች ጋር ግንኙነት መፍጠር እንደምችል በራሴ በጣም አርግጠኛ ነኝ።					
4	የተለያዩ ባህል ካላቸው ሰዎች ፊት ማውራት ከባድ ሆኖ አግንቴዋለሁ።					
5	ሁል ጊዜ የተለያዩ ባህል ካላቸው ሰዎች ጋር ስገናኝ ምን ማለት እንዳለብኝ አወቃለሁ።					
6	የተለያዩ ባህል ካላቸው ሰዎች ጋር ስገናኝ እንደፈለኩ ተግባቢ መሆን እችላለሁ።					
7	የተለያዩ ባህል ካላቸው ሰዎች ጋር መሆን አልፈልግም።					
8	የተለያዩ ባህል ያላቸው ሰዎች እሴቶቻቸውን አከብራለሁ።					
9	የተለያዩ ባህል ካላቸው ሰዎች ጋር ስገናኝ በቀላሉ እበሳጫለሁ።					
10	የተለያዩ ባህል ካላቸው ሰዎች ጋር ስገናኝ በራስ መተማመን ይሰማኛል።					
11	ሌላ ባህል ያላቸውን ሰዎች ሳገኝ ቀድሜ እራሴን ከመግለፅ አቆጠባለሁ።					
12	ሁል ጊዜ የተለያዩ ባህል ካላቸው ሰዎች ጋር ስገናኝ እሸማቀቃለሁ።					
13	የተለያዩ ባህል ካላቸው ሰዎች ጋር ለመስራት ዝግጁ ነኝ።					
14	የተለያዩ ባህል ካላቸው ሰዎች ጋር ስገናኝ ንግግራቸውን በ አትኩሮት እከታተላለሁ።					
15	ከኔ የተለየ ባህል ካላቸው ሰዎች ጋር ስገናኝ ምንም ማልጠቅም መስሎ ይሰማኛል።					
16	የተለያዩ ባህል ያላቸው ሰዎች የሚያሳዩትን ባህሪ አከብራለሁ ።					
17	ከኔ የተለየ ባህል ያላቸው ሰዎችን በማገኘት ጊዜ እስከቻልኩት መጠን ብዙ መረጃዎችን ለማግኘት እሞክራለሁ።					
18	ከኔ የተለየ ባህል ያላቸው ሰዎች የሚያቀርቡትን ሀሳቦች አልቀበልም።					
19	ከኔ የተለየ ባህል ካላቸው ሰዎች ጋር ስነጋገር የማላወቀውን ቃላት ትርጉም ለማወቅ እጓጓለሁ።					
20	የኔ ባህል ከሌሎች የተሻለ ነው ብዬ አስባለሁ።					
21	ሌላ ባህል ካላቸው ሰዎች ጋር ስገናኝ የባህል ልዩነታችንን በተመለከተ በጎ ምላሽ አሳያለሁ።					
22	ሌላ ባህል ካላቸው ሰዎች ጋር ለያገናኙኝ የሚያስችሉ ሁኔታዎችን አስወግዳለሁ።					
23	ከኔ የተለየ ባህል ያለውን ሰው መረዳቴን በቃልም ይሁን በቃል ባልሆኑ አገላለጾች አሳያለሁ።					
24	እኔ ከምከተለው የተለየ ባህል የሚከተሉት ሰዎች እና በእኔ መካከል ያለውን ልዩነት ሳስብ ደስታ ይሰማኛል።					

Pilot study result

*Cronbach's Alpha and item total statistics for emotional intelligence***Reliability Statistics**

Cronbach's Alpha	N of Items
.770	50

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I am unable to express my ideas to others	168.69	261.818	.043	.771
I am unable to understand the way other people feel	170.61	272.016	-.255	.783
I prefer others to tell me what to do and to make decision for me	171.08	266.593	-.120	.777
It is hard for me to understand the way other people feel	169.08	247.679	.359	.761
In the past few years, I have accomplished a little	168.83	259.800	.064	.772
I have not broken law of any kind	170.92	255.279	.262	.766
I have not told a lie in my life	171.19	260.275	.059	.772
I am more of a follower than a leader	170.53	265.971	-.095	.779
I tend to explode with anger easily	169.61	265.273	-.077	.778
people believe that i am self-confident and assertive	168.97	257.913	.129	.770
I have problem of creating happines in my life	170.69	278.561	-.415	.789
I like helping people	168.17	254.886	.416	.763

I am good at understanding the way other people feel	168.81	247.875	.504	.758
My friends can tell me intimate things about themselves	168.81	249.133	.314	.763
I care what happens to other people	168.61	253.044	.416	.762
My close relationship means a lot to me and to my friend	168.67	256.343	.223	.767
It is hard for me to express whether I have a close or loose relationship with people	169.75	259.393	.090	.771
I am able to respect others	168.58	248.936	.487	.759
I have good relationship with group member other students and teachers	168.94	241.768	.581	.753
people think that I am sociable	169.00	254.229	.192	.768
My approach in overcoming difficulty is to move step-by-step	169.28	237.749	.706	.749
I try to see things as they really are, without fantasizing or day dreaming about them	169.28	249.063	.406	.760
When faced with difficult situation, I like to collect all the information about it that I can	168.92	249.964	.322	.763
I like to get an overview a problem before trying to solve it	169.11	241.073	.508	.754
When facing a problem, the first thing I do is stop and think	169.31	246.790	.398	.760
When trying to solve a problem, I look at each possibility and then decide on the best way	169.28	256.492	.158	.769

In handling different situations that arise, I try to think of as many approaches as I can	168.97	246.313	.611	.756
I believe in my ability to handle most upsetting problems	169.11	254.102	.289	.765
Before beginning some things new, I usually feel that I will fail	169.58	251.736	.250	.765
It is difficult for me to stand up for my rights	168.47	255.399	.240	.766
I don't do anything bad in my life	170.72	258.835	.109	.770
I feel that it is hard for me to control my anxiety	170.08	244.936	.357	.760
My Impulsiveness creates a problem	169.58	270.250	-.205	.782
I feel that it is hard for me to control and avoid upset and anxiety	169.36	258.580	.072	.773
I am a type of person who becomes easily angry and who cannot control my emotion	170.06	254.740	.153	.770
I have strong impulses that are hard to control	169.67	248.114	.281	.764
It is hard for me to make decisions on my own	168.97	259.342	.092	.771
I am impulsive	170.06	268.225	-.134	.785
I get depressed	170.19	253.018	.181	.769
It is hard to express my intimate feelings	169.11	251.930	.316	.763
I am impatient	168.50	251.857	.315	.763
I am a fairly cheerful person	168.53	255.913	.343	.765
In any way, I have good feelings	168.58	256.307	.275	.766
Nothing disturbs me	170.28	241.463	.465	.756
I am optimistic about most things I do	168.81	241.818	.599	.753

I am satisfied with my life	168.78	253.149	.375	.763
I have not been embarrassed for anything that I have done	170.31	254.790	.155	.770
When I face up and downs in my life, I hope things will turn out all right	168.81	251.018	.428	.761
I avoid hurting other people's feeling	168.50	249.571	.491	.759
I feel sure of myself in most situations, even if there are difficulties	169.08	252.250	.291	.764

Multicultural competence sensitivity

Cronbach's Alpha and item total statistics for multicultural sensitivity.

Reliability Statistics

Cronbach's Alpha	N of Items
.883	24

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I enjoy interacting with people from different cultures	91.53	159.513	.486	.879
I tend to wait before forming an impression of culturally distinct counterparts	93.06	179.940	.001	.889
I am open-minded to people from different cultures	91.08	165.107	.732	.874
I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues	91.14	166.752	.601	.876

I have a feeling of enjoyment towards differences between my culturally distinct counterpart and me.	91.94	161.997	.606	.875
I think people from other cultures are narrow-minded	91.58	167.564	.370	.882
I don't like to be with people from different cultures	91.39	178.073	.033	.892
I respect the values of people from different cultures	90.97	171.513	.557	.879
I respect the ways people from different cultures behave	91.47	165.856	.601	.876
I would not accept the opinions of people from different cultures	91.14	170.009	.398	.880
I think my culture is better than other cultures	91.50	168.029	.293	.885
I am pretty sure of myself in interacting with people from different cultures	91.39	163.616	.555	.876
I find it very hard to talk in front of people from different cultures	91.81	167.990	.365	.882
I always know what to say when interacting with people from different cultures	92.03	162.199	.558	.876
I can be as sociable as I want to be when interacting with people from different cultures	92.00	157.600	.660	.872
I feel confident when interacting with people from different cultures	91.47	169.571	.356	.882
I get upset easily when interacting with people from different cultures	90.89	168.444	.618	.877

I often get discouraged when I am with people from different cultures	91.08	164.707	.614	.875
I often feel useless when interacting with people from different cultures	90.94	168.625	.689	.876
I avoid those situations where I will have to deal with culturally-distinct persons	91.36	165.152	.481	.878
I am very observant when interacting with people from different cultures	91.47	168.713	.399	.880
I try to obtain as much information as I can when interacting with people from different cultures	91.42	162.936	.639	.874
I am sensitive to my culturally-distinct counterpart's subtle meanings during our interaction	91.44	164.311	.490	.878
I often give positive responses to my culturally different counterpart during our interaction	91.11	166.444	.544	.877

For further information

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