The Impact of Long-Term Study Abroad on the Development of Emotional-Social Intelligence in Undergraduates

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THE IMPACT OF LONG-TERM STUDY ABROAD ON THE DEVELOPMENT OF
EMOTIONAL-SOCIAL INTELLIGENCE IN UNDERGRADUATES

By

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certifies that the dissertation has been approved in accordance with university
requirements.
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As the world continues to "shrink" and a more global perspective becomes the norm, study abroad programs are needed to help American college students compete with their international peers. Businesses are realizing that employees must possess skills that help with their understanding of and interaction with those from foreign countries. As a means of achieving this end, study abroad programs have become an increasingly important part of the educational experience for undergraduate students. Personal growth and interpersonal development are important aspects of being able to work effectively with others. Study abroad programs have long claimed that students make gains in these areas.

This mixed-methods research study explored how emotional-social intelligence is impacted by participation in a long-term study abroad program. Specifically, the study sought to determine if there was a difference in the emotional-social intelligence scores of college students prior to and after their participation in a long-term study abroad program as measured by the Emotional Quotient Inventory (EQ-i².0). Additionally, the study used interviews to explore how college students view their long-term study abroad experience.

The results demonstrated that there were statistically significant differences in the EQ-i².0 pre-test and post-test scores of study participants before and after their participation in a long-term study abroad program. Specifically, the mean differences of total EI, the self-perception and self-expression composite scales, and the self-regard and flexibility subscales were statistically significant. As it relates to the qualitative data, students reported that most of their experiences were related to developing a more accurate understanding of and acceptance of self, as well as becoming more self-reliant. In addition, students reported an increased desire to understand others. This included an appreciation for other people and other cultures.
CHAPTER 1
INTRODUCTION

The rapidly changing marketplace of the 21st century requires that colleges and universities equip students with the skills necessary to navigate the global community. This change, known as globalization, is defined as “the economic, political, and societal forces pushing 21st century higher education toward greater international involvement” (Altbach & Knight, 2007, p. 290). As a means of achieving this end, study abroad programs have become an increasingly important part of the educational experience for undergraduate students.

Participation in a study abroad program presents an opportunity for a student to experience the world in a different way and through a different lens. According to Kauffmann, Martin, and Weaver (1992), “the person who truly crosses over into another culture comes back a different person and looks at the world with different eyes” (p. 142). Global education professionals encourage students to interact with members of the host culture in an effort to increase understanding. As a result, students sometimes broaden their perspective related to international understanding (Pfnister, 1972). In addition, students often experience increased gains in intellectual development, personal growth, and career preparation (Hoffa, 1998; Kauffmann et al., 1992).

With the rise in globalization, the increase in the number of students who choose to study abroad, and the substantial amount of money colleges and universities invest in study abroad programs, more research is needed to assess learning and developmental outcomes associated with participation in a study abroad program. Colleges, universities, and students have long claimed that participation in a study abroad program has the potential to lead to a profound life changing experience (Doyle, 2009). Because few studies
have quantified what gains are being made in personal growth and interpersonal development, this study is an effort to explore results in this area.

**Purpose of the Study and Research Questions**

The purpose of this study was to explore the impact of long-term study abroad on the development of emotional-social intelligence in undergraduate students. Long-term study abroad is defined as study that concludes after at least one semester abroad. By using pre-tests of undergraduate students before and post-tests and interviews after their participation in a study abroad program, this study attempted to learn the extent to which students showed enhanced emotional-social intelligence competencies and skills on the Emotional Quotient Inventory (EQ-i².0).

Personal growth and development is one of the goals of study abroad. Research shows that participation in a study abroad program leads to changes in intrapersonal development and interpersonal relationships (Kauffmann et al., 1992). According to Bar-On (2006), a set of intrapersonal and interpersonal competencies and skills comprise emotional-social intelligence. Based on the emphasis of both intrapersonal and interpersonal development, the Bar-on theory of emotional-social intelligence was the focus of the study.

The following research questions guided this study:

1. Is there a difference in the emotional-social intelligence scores of college students prior to and after their participation in a long-term study abroad program as measured by the Emotional Quotient Inventory EQ-i².0?
2. How do college students view their long-term study abroad experience?

**Conceptual Framework**

The conceptual framework for this research is based on Bar-On’s theory of emotional-social intelligence. According to Bar-On (2006), “emotional-social intelligence is
a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how well we understand and express ourselves, understand others and relate with them, and cope with daily demands, challenges and pressures” (p. 14). There are five composite scales and 15 subscales within the Bar-On model that comprise emotional-social intelligence. These composite scales are: intrapersonal, interpersonal, stress management, adaptability, and general mood.

To have emotional-social intelligence, one must have the intrapersonal ability to understand self and act on that understanding in a way that is not harmful to others. Additionally, one must have the interpersonal skills to understand the feelings of others and work to create mutually beneficial relationships. Those who have higher-level emotional-social intelligence are able to effectively manage their emotions during times of change while maintaining a positive attitude (2006). An in-depth exploration of Bar-On’s theory is included in Chapter 2.

Emotional-social intelligence is closely related to student development theory in that there is a major focus on the role that intrapersonal self-awareness and interpersonal relationships play in a person’s life. Although various theories exist related to college student development, Chickering and Reisser’s theory of identity development (Evans, et. al, 2010) provides context for understanding the impact of study abroad on college student growth and development. According to Chickering and Reisser (1993), there are seven dimensions of identity referred to as vectors including: developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity. Chickering and Reisser believe that higher education should play a part in and help foster those skills related to how students feel about themselves and relate to others.
Study abroad has been identified as a collegiate experience that has the potential to foster both interpersonal and intrapersonal development. However, few studies have sought to quantify if gains are being realized in those areas. It is for this reason that the focus of this study was to determine if emotional-social intelligence is influenced by participation in a study abroad program. The findings may have implications for assisting student affairs educators in understanding the identity development of study abroad students. Specifically, it may assist in gaining a better understanding of how students feel about themselves and relate to others before and after study abroad.

Significance of the Study

Although existing research on study abroad has focused on development as it relates to intellectual and personal growth, few studies have focused on interpersonal relationships. Most studies focus on the individual rather than the individual’s interaction with, understanding of, and responsibility to others. According to Rodriguez:

Growth in personal awareness does not automatically produce increased empathy or empowerment. Indeed, it is easy to imagine a highly self-absorbed student who analyzes himself endlessly without stretching this to examine his impact on others, or conceive of changing himself or the world. (2003, para. 14)

Empathy, social responsibility, and interpersonal relationships are especially important for students who participate in study abroad programs, as one of the expectations is that students will experience personal growth, as well as, an enhanced understanding of others.

The study seeks to inform those who develop learning outcomes for students who study abroad. Furthermore, the study provides assessment information for those who provide funding for study abroad programs. Specifically, the study offers a better understanding of the learning and developmental outcomes associated with study abroad,
and articulate the meaning of what some study abroad participants refer to as a “life changing experience”.

Definition of Terms

For the purpose of this study the following terms are defined as follows:

Globalization: “The economic, political, and societal forces pushing 21st century higher education toward greater international involvement” (Altbach & Knight, 2007, p. 290).

Study Abroad: “An academic experience, whether short-term (as short as 1 week) or longer (up to a full academic year), during which students physically leave the United States to engage in college study, cultural interaction, and more in the host country. It may include foreign language study, residing with a host family, internships, and service” (McKeown, 2009, p. 11).

Long-Term Study Abroad: For the purpose of this study long-term is defined as study abroad that extends across an entire semester spent abroad

Emotional-Social Intelligence: “A cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands” (Bar-On, 2006, p. 14).

Emotional-Social Intelligence Composite Scales: The five composite scales that comprise emotional-social intelligence, as defined by Bar-On (2007), are:

1. Intrapersonal: This composite scale is related to the ability to express emotions, feelings, opinions and beliefs in a nondestructive manner.
2. Interpersonal: This composite scale “comprises Empathy, Social Responsibility and Interpersonal Relationships….It relates primarily to social awareness, skills and interaction. This composite scale is, essentially, concerned with our ability
to be aware of others’ feelings, concerns and needs, and to be able to establish and maintain cooperative, constructive and mutually satisfying relationships” (para. 13).

3. Stress Management: This composite scale is related to emotional management and one’s ability to remain calm and in control while handling stressful tasks.

4. Adaptability: This composite scale is related to how well one solves problems and adapts to change.

5. General Mood: This composite scale is related to optimism and happiness. Specifically, it refers to “our ability to enjoy ourselves, others and life in general, as well as influences our general outlook on life and overall feeling of contentment” (para. 24).

Assumptions

There were several assumptions related to this study. The researcher assumed that the respondents had an accurate understanding of the questions asked on the Emotional Quotient Inventory (EQ-i².0). In addition, the assumption was made that the respondents answered the questions honestly. The reliability of the EQ-i².0 should have increased the likelihood of accurate responses.

Limitations

This study was limited by several factors. The Emotional Quotient Inventory was used as a pre-test and post-test. Exposure to the pre-test could affect scores on the post-test. Additionally, students who participated in the study may have had personal experiences during the study abroad program that accounted for gains in the development of emotional-social intelligence that were not directly related to their participation in the program. However, the researcher attempted to mitigate these threats to internal validity by employing a mixed-method design.
Students must self-select to participate in the study abroad program. Factors such as finances, gender, race, and personal responsibilities may influence a student’s decision to study abroad. It is possible that students from different populations may have different experiences.

Another limitation was that university policy prohibited the researcher from sending the initial request for participation email directly to the sample participants. After an initial request was sent by the Director of Study Abroad, students were required to email the researcher to receive a unique ID number. This additional step may have made some students reluctant to participate. In addition, respondents volunteered to participate in the study. Results from all students participating in the study abroad program could have yielded different results.

**Delimitations**

The sample for this study was delimited to students participating in a semester-long study abroad program at a large, public research institution. There is limited generalizability and the responses may not reflect the experiences of all students who participate in a study abroad program.

The study was also delimited in terms of time. Data were collected immediately before and immediately after the student’s participation in a study abroad program. Data were not collected at any point during study abroad or after the conclusion of the post-test and interviews. Had longitudinal data been collected at a later time it might have provided a clearer picture of student’s study abroad experience.

In addition, the researcher interviewed only five students out of a much larger sample due to time and physical location limits. Had all post-test respondents been interviewed it might have provided more qualitative data to help make better meaning of the quantitative data.
Furthermore, this study only consisted of students participating in a semester-long study abroad program. There is no comparison group of students who did not participate in study abroad or those who participated in short-term study abroad. The experiences of those students could very well have been different than the sample.

Summary

This chapter provided a brief overview of study abroad, current trends, and how participation in a study abroad program impacts student development. It is hypothesized that participation in a study abroad program could lead to gains on the Emotional Quotient Inventory. This is significant as it provides a framework to assess intrapersonal growth and the development of interpersonal relationships as they relate to participation in a study abroad program. This evaluation may lead to other methods of developing student learning outcomes associated with study abroad.

In this study, the researcher assessed the impact of long-term study abroad on the development of emotional-social intelligence in undergraduates. The introductory chapter presents the background of the research problem, the purpose of the study, research questions, conceptual framework, and significance. Chapter Two is a literature review of study abroad, emotional intelligence, and identity development in college students. Chapter Three describes the methodology including the quantitative and qualitative research design, variables, and the target population and sample. In Chapter Four the researcher reports the findings related to each research question. Chapter Five includes a discussion of the possible applications and implications of the results.
CHAPTER 2
REVIEW OF LITERATURE

This chapter provides an overview of the literature as it relates to the history, current trends, and learning outcomes of study abroad in higher education. In addition, the review will focus on the history and research related to emotional intelligence and student development theory as it relates to undergraduate students. The chapter is organized into seven sections. The first section provides an historical overview of study abroad. Section two focuses on the current trends and program types of study abroad. The third section reviews the literature related to the learning outcomes of participation in a study abroad program. Section four provides an overview of the history of emotional intelligence and current models. The fifth section focuses on the Bar-On theory of emotional-social intelligence and its measurement. Section six reviews the research related to emotional intelligence in college students. The final section examines study development theory as it relates to identity development.

Historical Overview of Study Abroad

Travel for the purpose of increasing knowledge dates back as far as the Egyptian period, when the ancients traveled to gain wisdom from other civilized societies. It was much later that this travel was connected to enrollment at an institution of higher education. According to Hoffa (2007), Renaissance scholars traveled throughout Europe on a quest to find libraries and other scholars. During the colonial period, colonists with the financial means to do so sent their sons, and later their daughters, to European universities to receive a better education. Travel of this nature was only for the wealthy and mirrored current day high school exchange programs (Hoffa, 2007).

In 1881, Indiana University offered a tour for those students wishing to experience a summer abroad. Six years later Princeton started a program in Asia for student volunteers
(Hoffa, 2007). After World War I, the U.S. government began to support participation in international education as a means of encouraging student involvement in what was becoming an increasingly interconnected world (Gingerich, 1998). The American Junior Year Abroad, founded in 1923 at the University of Delaware, was the start of formalized programs for students to earn credits at their home universities while studying in another country (Hoffa, 2007).

World War II slowed student participation in study abroad programs. However, the programs saw considerable growth after the war. It was during this time that the U.S. government started to support programs that promoted international understanding (Hoffa, 2007). Shortly after the start of the war, Senator J. William Fulbright of Arkansas, introduced a bill in the United States Congress that would fund the "promotion of international good will through the exchange of students in the fields of education, culture and science" (n.p. para 2). The hope was that Americans would build on their knowledge of the customs and traditions of other countries. In turn, the citizens of other countries would have an opportunity to learn more about Americans. The Fulbright program, started in 1946, served to increase the number of students participating in study in other countries (“Fulbright: The Early Years”, 2010).

Since the 1960's, study abroad programs have experienced significant growth. Specifically, the greatest amount of growth was during the 1990’s. Freidman (2005) believes several factors, including the fall of the Berlin wall, led to the increase in globalization. This trend of greater international involvement necessitates a well-trained workforce. In an effort to provide access to an international experience for all students, participation in a study abroad program has changed from an experience strictly for the wealthy to an educational opportunity for all students.
Current Trends and Program Types in Study Abroad

As businesses expand to incorporate a more global perspective, study abroad programs are needed to help American college students compete with their international peers. Study abroad is defined as “an academic experience, whether short-term (as short as 1 week) or longer (up to a full academic year), during which students physically leave the United States to engage in college study, cultural interaction, and more in the host country. It may include foreign language study, residing with a host family, internships, and service” (McKeown, 2009, p. 11). The intent is for students to live and study among the people of another country in an effort to gain a better understanding of that country’s culture.

Study abroad programs continue to grow as societal expectations increase for colleges and universities to provide programs and experiences that promote global understanding. Study abroad programs have experienced an increase in participation during the last 20 years. The largest growth was during the late 1990’s, with participation increasing 129%. The events of September 11, 2001, and the increased security measures that followed, created a slight 2.4% decline in the number of international students studying in the U.S. However, there was a slight increase in the number of American students studying abroad (Bhandari, Chow, & Institute of International Education [IIE], 2010). According to Hey-Kyung Koh, program officer of the higher education resource group of the Institute of International Education, "The events of Sept. 11 were certainly horrible events, but those events actually piqued interest among college students, and in that way, had a positive effect among students. They now know they cannot live in an isolated world" (Black Issues, 2002, para. 4).
Globalization

According to Altbach and Knight (2007), institutions of higher education are creating policies and programs to deal with the globalization of the academic environment. These programs include branch campuses in international locations, opportunities for students to enhance foreign language skills, on-campus programs for international students, and study abroad programs. Businesses are realizing that employees must possess skills that help with their understanding of and interaction with those from foreign countries. With this realization comes the understanding that colleges and universities must prepare graduates to enter the global workforce (King & Baxter Magolda, 2005). Many college students believe that international experience and exposure will give them a competitive edge in the job market (Dalton, 1999).

The process of globalization presents a new set of challenges concerning what it means to be a global citizen, how information is shared (Opello & Rosow, 2004), and the expectation that members of the workforce engage with their international peers (Koveos & Tang, 2007). Brown (2003) suggested that workers who prepare for global integration by developing skills directly related to deeper international understanding are more prepared to participate as members of the global society.

Study Abroad Growth and Demographics

The number of students who participate in study abroad programs has seen dramatic growth during the past two decades. The greatest growth occurred during the early 21st century. Specifically, during the 1999 – 2000 academic year 143,590 students participated in study abroad programs, which was an increase of 10.6% from the previous year. That number continued to grow through 2003 – 2004. There has been a 62% increase during the past decade in the number of students who study abroad (Farrugia, Bhandari, Chow, & IIE, 2013). Table 1 shows the number of U.S. students studying abroad and the
The percentage of change each year. The current data for 2011 - 2012 shows a small increase in the total number of U.S. students studying abroad as compared to the previous year.

Table 1

Number of U.S. Students Studying Abroad

<table>
<thead>
<tr>
<th>Year</th>
<th>Total # of Students</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 – 2012</td>
<td>283,332</td>
<td>3.4</td>
</tr>
<tr>
<td>2010 – 2011</td>
<td>273,996</td>
<td>1.3</td>
</tr>
<tr>
<td>2009 – 2010</td>
<td>270,604</td>
<td>3.9</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>260,327</td>
<td>-0.8</td>
</tr>
<tr>
<td>2007 – 2008</td>
<td>262,416</td>
<td>8.5</td>
</tr>
<tr>
<td>2006 – 2007</td>
<td>241,791</td>
<td>8.2</td>
</tr>
<tr>
<td>2005 – 2006</td>
<td>223,534</td>
<td>8.5</td>
</tr>
<tr>
<td>2004 – 2005</td>
<td>205,983</td>
<td>7.7</td>
</tr>
<tr>
<td>2003 – 2004</td>
<td>191,321</td>
<td>9.6</td>
</tr>
<tr>
<td>2002 – 2003</td>
<td>174,629</td>
<td>8.5</td>
</tr>
</tbody>
</table>

Source: Farrugia et al. (2013)

The United Kingdom, Italy, Spain and France account for 38% of study abroad placements for U.S. students. However, those destinations are experiencing slow growth in the number of placements, and other destinations that are thought of as non-traditional are beginning to see an increase in students. For example, Japan experienced a 28% increase from the previous year. In addition, Costa Rica and Brazil also experienced considerable increases (Farrugia et al., 2013). Table 2 shows the top destinations of U.S. students studying abroad and the percentage of change for each destination.
Table 2

*Top Destinations of U.S. Students Studying Abroad*

<table>
<thead>
<tr>
<th>Rank</th>
<th>Destination</th>
<th>2010/2011</th>
<th>2011/2012</th>
<th>% of Total</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>United Kingdom</td>
<td>33,182</td>
<td>34,660</td>
<td>12.2</td>
<td>4.5</td>
</tr>
<tr>
<td>2</td>
<td>Italy</td>
<td>30,361</td>
<td>29,645</td>
<td>10.5</td>
<td>-2.4</td>
</tr>
<tr>
<td>3</td>
<td>Spain</td>
<td>25,965</td>
<td>26,480</td>
<td>9.3</td>
<td>2.0</td>
</tr>
<tr>
<td>4</td>
<td>France</td>
<td>17,019</td>
<td>17,168</td>
<td>6.1</td>
<td>0.9</td>
</tr>
<tr>
<td>5</td>
<td>China</td>
<td>14,596</td>
<td>14,887</td>
<td>5.3</td>
<td>2.0</td>
</tr>
<tr>
<td>6</td>
<td>Germany</td>
<td>9,018</td>
<td>9,370</td>
<td>3.3</td>
<td>3.9</td>
</tr>
<tr>
<td>7</td>
<td>Australia</td>
<td>9,736</td>
<td>9,324</td>
<td>3.3</td>
<td>-4.2</td>
</tr>
<tr>
<td>8</td>
<td>Costa Rica</td>
<td>7,230</td>
<td>7,900</td>
<td>2.8</td>
<td>9.3</td>
</tr>
<tr>
<td>9</td>
<td>Ireland</td>
<td>7,007</td>
<td>7,640</td>
<td>2.7</td>
<td>9.0</td>
</tr>
<tr>
<td>10</td>
<td>Japan</td>
<td>4,134</td>
<td>5,283</td>
<td>1.9</td>
<td>27.8</td>
</tr>
<tr>
<td>11</td>
<td>Argentina</td>
<td>4,589</td>
<td>4,763</td>
<td>1.7</td>
<td>3.8</td>
</tr>
<tr>
<td>12</td>
<td>India</td>
<td>4,345</td>
<td>4,593</td>
<td>1.6</td>
<td>5.7</td>
</tr>
<tr>
<td>13</td>
<td>South Africa</td>
<td>4,337</td>
<td>4,540</td>
<td>1.6</td>
<td>4.7</td>
</tr>
<tr>
<td>14</td>
<td>Brazil</td>
<td>3,485</td>
<td>4,060</td>
<td>1.4</td>
<td>16.5</td>
</tr>
<tr>
<td>15</td>
<td>Mexico</td>
<td>4,167</td>
<td>3,815</td>
<td>1.3</td>
<td>-8.4</td>
</tr>
</tbody>
</table>

Source: Farrugia et al. (2013)

The majority of students who study abroad are undergraduates. Of those undergraduates, 37% study abroad during their junior year, 22% decide to participate during their senior year, and 14% go abroad during their sophomore year. Only 3% of students participate in study abroad during their freshman year (Farrugia et al., 2013). Most students who go abroad major in the social sciences, business and management, and
humanities. Approximately 64% of students who study abroad are female. Of students who participate in study abroad, 81% are White, 7% are Asian or Pacific Islander, 6% are Hispanic or Latino/a, and 4% are African American (Farrugia et al., 2013). Students of color account for a very small percentage of those studying abroad, with the most growth seen among Asian or Pacific Islanders. Only 4% of students studying abroad report having a disability and only 7% of those respondents report having a physical disability. These demographics have remained mostly stable for the last ten years (Farrugia et al., 2013).

*Types of Study Abroad Programs*

There are several types of study abroad programs that cover different models and varying durations. Of American students who study abroad, 73% chose to participate in a program that is sponsored by their university. However, students can participate in programs sponsored by other universities or programs sponsored by a consortium of universities (Haug, 1996).

Study abroad programs vary in length from short-term, long-term, and year-long programs. Short-term programs usually last from one to eight weeks and take place during a summer or winter session. Long-term programs usually last a full semester. Year-long programs conclude after the student spends an academic or calendar year in the host country (Farrugia et al., 2013). Short-term programs have grown in popularity, with 59% of students in 2011 – 2012 participating in this type of program. This growth represents an 11% increase during the past decade. During 2011 – 2012, 38% of students participated in a long-term program and 3% participated in an academic or calendar year program (Farrugia et al., 2013). Long-term program participation has remained mostly stable during the past decade. However, participation in academic or calendar year programs has decreased by 4.4%. Table 3 shows the duration of U.S. study abroad from 2002 – 2012.
Table 3

**Percent of U.S. Study Abroad Students by Duration**

<table>
<thead>
<tr>
<th>Duration</th>
<th>02/03</th>
<th>03/04</th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-term</td>
<td>47.7</td>
<td>51.6</td>
<td>51.4</td>
<td>52.8</td>
<td>55.4</td>
<td>56.3</td>
<td>54.6</td>
<td>56.6</td>
<td>58.1</td>
<td>58.9</td>
</tr>
<tr>
<td>Long-term</td>
<td>44.1</td>
<td>41.4</td>
<td>42.3</td>
<td>41.7</td>
<td>40.2</td>
<td>39.5</td>
<td>41.1</td>
<td>39.4</td>
<td>38.0</td>
<td>37.9</td>
</tr>
<tr>
<td>Year</td>
<td>7.6</td>
<td>6.7</td>
<td>6.3</td>
<td>5.5</td>
<td>4.4</td>
<td>4.2</td>
<td>4.3</td>
<td>3.9</td>
<td>3.9</td>
<td>3.2</td>
</tr>
</tbody>
</table>

Source: Farrugia et al. (2013)

Unlike long-term and year-long programs, where students experience the culture through classroom instruction and prolonged interaction with local citizens, short-term programs usually focus on a specific discipline. Proponents of longer programs believe that short-term study abroad allows little time for students to form lasting friendships with residents, and that students can only develop cross-cultural skills through long-term immersion in the culture (Spencer & Tuma, 2002).

**Study Abroad Learning Outcomes**

The growth of study abroad programs has created an increased interest in the assessment of learning and developmental outcomes related to participation in a study abroad program. As colleges and universities reevaluate and update their mission statements, many have increased their commitment to study abroad and its role in students’ development of cross-cultural skills (Altbach, 2002). With this increased focus comes the need to allocate more university resources to study abroad programs. In an effort to remain financially competitive with other university programs, “international educators have become increasingly aware of the need to identify and measure the learning outcomes of students participating in study abroad programs” (Vande Berg, 2001, p. 31).
Some important research exists related to study abroad and student learning and developmental outcomes. According to Kitsantas, “study abroad programs significantly contribute to the preparation of students to function in a multicultural world and promote international understanding” (2004, p. 443). Specifically, those students who study abroad show enhanced global mindedness, an increased understanding of other cultures, an improved awareness of diversity and multiculturalism, and insight into racial identity (Bates, 1997; Baxter-Magolda, 1992).

**Intellectual Development**

Most of the literature related to intellectual development during study abroad is focused on linguistic gains (Armstrong, 1981; Brecht, et al, 1991; Freed, 1998; Hudson, 2001), and seems to support that participation in a study abroad program is beneficial to language development. Research shows that study abroad can be helpful in the development of foreign language listening comprehension skills (Ginsberg, 1992) and can increase a student’s interest in arts, foreign language, and history (Carsello & Greaser, 1976).

Carlson, Burn, Useem, & Yachimowicz (1991) examined whether study abroad students made gains in language acquisition, cultural understanding, career objectives, academic abilities, learning styles, and personal perception of self. Carlson et al. studied 153 students who were not studying abroad and 148 students who were studying abroad. The researchers found that, when compared with those students who do not study abroad, study abroad students showed gains in language acquisition related to their verbal, listening and reading ability. In addition, students who studied abroad experienced changes in their learning styles. Study abroad students placed less emphasis on grades and learning facts, and were less likely to see the professor as the main source of
information. Those same students placed a greater value on developing one's own point of view, learning across disciplines, and working independently.

A similar study by Zorn (1996) researched the long-term impact of study abroad on nursing students. Zorn sought to determine if study abroad impacted international perspective, personal development, intellectual development, and understanding of professional role. Although respondents reported an impact on international perspective and personal development, less of an impact was seen for professional nurse role and intellectual development. The length of the study abroad program was associated with higher long-term impact. Specifically, those students who participated for at least 12 weeks expressed greater gains than those students who participated in a three to four week program.

In 2009, McKeown used the Measure of Intellectual Development to assess the relationship between study abroad and intellectual development. McKeown administered both a pre- and post-test on 226 students who were participating in a study abroad program. McKeown found no evidence that study abroad participation promotes intellectual development. The one significant finding was that students who had previously traveled abroad started their study abroad experience at a higher level of intellectual development than those students who had no international experience. However, after one semester of study abroad that difference was no longer evident.

Hadis (2005) conducted research with a small group of study abroad participants to determine if those students who study abroad develop academic focus. The development of academic focusing creates the desire for students to learn for the sake of learning as opposed to learning for the purpose of making good grades. The findings indicate that students show gains in independence and open-mindedness, which increases their academic
focusing. However, the return rate for the study was very low and might not apply to other students participating in study abroad.

**Personal Growth**

Based on the research related to student development, one would expect that students experience personal growth while participating in a study abroad program. Barbour (2006) believes that study abroad and student development are linked, as participation “should deepen students’ moral sensibility, elicit their compassion, arouse their sense of injustice, and sharpen their understanding of world problems” (p. B24). According to Kauffmann, et al., (1992), participation in a study abroad program impacts four aspects of a student’s personal development. Specifically, students experience change in intrapersonal understanding, interpersonal relationships, values, and life direction/vocation. Intrapersonal understanding is related to those characteristics that are part of the inner self. Specifically, the qualities of self-esteem, self-confidence, and self-reliance. Interpersonal relationships relates to the quality of interaction with others. Values are related to personal beliefs and principles, and life direction/vocation is related to using one’s abilities and talents in society.

Early research conducted by Nash (1976) related to study abroad and personal development looked at what the author called “self-realization”. Nash compared 41 students who were participating in a University of Connecticut study abroad program in France with 32 students who remained at the home campus. Nash noted increased perception of self and autonomy. However, these gains were only temporary and did not persist after students returned from their trip abroad. Nash noted a low response rate to a follow-up study as a call for further research related to long-term gains.

Research by Kuh and Kauffmann (1985) also sought to determine if there was a relationship between study abroad and personal development. The researchers used the
Omnibus Personality Inventory (OPI), which assesses intellectualism and social-emotional adjustment. In addition, the researchers created the Debriefing Interview Guide to facilitate focus group discussion with study abroad participants. The researchers surveyed 126 study abroad students and 90 students who were not participating in a study abroad program. The study employed a longitudinal design that collected data before study abroad, immediately after the students return, and one year later. Study abroad students showed gains in personal development related to self-confidence, personal well-being, self-reliance, and the ability to make decisions. In addition, study abroad students became more concerned about the welfare of others. The largest gains were evidenced in intellectualism and tolerance for ambiguity. The findings support that study abroad can have a positive effect on a student’s personal development.

A 1987 study by Juhasz and Walker investigated personal development as related to study abroad. The researchers administered pre- and post-tests to 70 students studying abroad in Italy. They employed an instrument that measured feelings of worth and competence. The researchers reported that students saw measurable changes in self-esteem and self-confidence. Furthermore, those students who studied abroad for a year saw greater change than those students who studied abroad for one semester.

Cash (1993) studied students at St. Mary’s College (Indiana) to determine the impact of study abroad and the strengths and weaknesses of that program. Although the study was longitudinal and also surveyed students who had not yet studied abroad, the low response rate made it difficult for the researchers to determine the long-term effects of the program. However, the research showed that those students who participated in a study abroad program experienced gains in personal growth and development related to a greater sense of independence, increased maturity, great self-awareness, and improved interpersonal skills.
In 2002, the Institute for the International Education of Students (IES) investigated the impact of study abroad on academic attainment, intercultural development, career impact, and personal growth. The survey was sent to 14,800 former IES participants from various term lengths who studied between 1950 – 2000. There was a 25% response rate, with a larger response rate received from those students who studied abroad in the 1980’s and 90’s. Of the respondents, 32% studied abroad for a year, 62% for a semester, and 6% for short-term. Students indicated that study abroad had a positive impact on academic attainment and intercultural development. In addition, participants indicated that participating in a study abroad program had a positive impact on personal development. Specifically, students indicated that study abroad participation increased self-confidence, had a positive influence on political and social awareness, created a lasting impact on worldview, and increase their ability to tolerate ambiguity. The author noted that students who participate in longer programs show greater gains in academic, personal, career and intercultural development than those students who participate in shorter programs. However, programs of at least 6 weeks were also shown to have an impact (Dwyer, 2004).

According to Juhasz and Walker (1987), students who study abroad experience “increased self-understanding, objectivity, and a more realistic evaluation of one’s own capabilities and behaviors” (p. 18). Additionally, students experience growth in independence (Cash, 1993; Citron, 1996), self-awareness (Cash, 1993), autonomy (Nash, 1976), and self-confidence (Kauffmann & Kuh, 1985). According to Carsello and Greaser (1976), students who participated in a study abroad program saw a 63% positive change in self-concept. It appears from the research that participation in a study abroad program results in growth related to personal development.
Global Awareness

Several researchers have focused on the impact of study abroad on international understanding. The literature reveals that students who study abroad show increases in cross-cultural awareness and sensitivity (Bates, 1997; Carlson et al., 1991; Hutchings, 1996), intercultural communication skills (Clarke, Flaherty, Wright, & McMillen, 2009; Kitsantas, 2004), and political awareness (Sutton & Rubin, 2004; Yachimowicz, 1987). However, other studies have produced different results and seem to report that students who study abroad experience no change in world-mindedness, tolerance of those from other cultures, or perceptions of the host country (Bueno-Popkey, 1991; Nash, 1976; Smith, 1955). Even with results to the contrary, it appears that the majority of the studies support the claim that study abroad has a positive impact on international understanding.

Carlson, Burn, Useem, and Yachimowicz (1990) sought to determine the impact of study abroad on language acquisition, global awareness, and career objectives. The researchers administered a pre- and post-test to 204 students who studied abroad and 153 students who did not study abroad. Prior to their participation in the program, those students who studied abroad had a greater interest in international affairs, cultural, and current events. After the program, the students showed gains in international understanding, general culture, and political understanding. The study showed that the most important aspect of the students’ study abroad experience was the opportunity to interact with people from the host culture.

Bates (1997) used a mixed methods approach to determine if students who studied abroad experienced changes in personal growth and global-mindedness. The researcher used a standardized instrument and student essays. Bates compared a control group of 35 students who remained on their home campus with 14 students who studied abroad in the United Kingdom. The researcher chose to measure personal growth as a byproduct of
positive changes in global-mindedness and connection to the host culture. The research showed that students experienced positive gains in both personal growth and global-mindedness.

Kitsantas (2004) looked at the impact of study abroad on cross-cultural skills and global understanding. Specifically, the researcher sought to determine if student’s goals prior to study abroad participation effected the development of cross-cultural skills and global understanding. The Study Abroad Goals Scale (SAGS) was administered to 232 students prior to their participation in a study abroad program. The results indicated that students’ goals prior to study abroad are to enhance cross-cultural skills, learn the subject matter, and socialize. Research conducted after participation in a study abroad program indicated that those students who had the goal of developing cross cultural competence prior to studying abroad saw greater gains in global understanding and cross-cultural skills. The author notes that the research provides a better understanding for the need to create home based programs that enhance student desire to develop cross-cultural competence.

A study by Clarke, Flaherty, Wright, and McMillen (2009) measured global mindedness, intercultural communication skills, openness to diversity, and intercultural sensitivity of students who study abroad. The researchers compared students at a home business campus and students studying abroad who were completing the same coursework. In addition to their coursework, the study abroad group also visited businesses, governmental institutions, and cultural sites. The research shows that students who study abroad are more global minded and open to diversity that those students who do not study abroad. This study supports the need to immerse students in the host culture in order to see the greatest gain in global awareness.
Career/Professional Development

The research related to study abroad and career development suggests that participants believe study abroad helps with career development. Specifically, Lamet and Lamet (1982) found that of students participating in their study, “56% claimed that study abroad had given them skills that enhanced their current job” (p. 4). Although research by Orahood, Woolf, and Kruze (2008) did not find a link between study abroad and career path, they did find that students developed life skills during their experience that were helpful to their personal development.

According to Orahood, Kruze, and Pearson (2004) 82% of the study abroad respondents who participated in their study were interested in working abroad. In addition, 94% are interested in pursuing a career with a company that has an international focus. This is compared to only 51% for those respondents who did not study abroad. They also found that 58% of respondents who studied abroad were actively searching for career opportunities in other countries.

As the prior research indicates, those students who participate in study abroad programs experience greater intellectual and personal growth, increased intercultural communication skills, and an improved ability to understand complex constructs. The research seems to support that participation in a study abroad program has a positive impact on student learning and development.

Historical Overview and Current Models of Emotional Intelligence

In 1995, Daniel Goleman’s bestseller on emotional intelligence brought attention to the concept in both scientific circles and the general population. However, research has been conducted in the area since the early 1900’s. Although no one definition of emotional intelligence exists, according to Bar-On (2006) the most common definitions of emotional intelligence include at least one, but usually more, of five key components. Specifically,
emotional intelligence includes the ability to understand and express feelings, as well as, the ability to understand how others relate to the feelings one is expressing. Additionally, emotional intelligence is related to one’s ability to control emotions, manage emotions, and adapt to change.

One of the earliest concepts related to emotional intelligence is the work of Thorndike who sought to describe how human performance was directly related to social intelligence. An early definition by Thorndike (1936) asserted that social intelligence was related to understanding people and having productive interpersonal relationships. Thorndike’s work influenced other researchers, specifically Wechsler (1943). Wechsler believed that social aspects of intelligence were just as important as cognitive aspects when determining one’s ability to succeed in life. Therefore he thought it important to include non-intellective factors on later versions of his test of cognitive intelligence.

Building on Wechsler’s work, Howard Gardner (1983) suggested that human intelligence was not just an IQ score, but rather a way of looking at an individual’s strengths and weaknesses. According to Gardner, a person can be intelligent in more than one way. Specifically, Gardner asserted that there are seven types of multiple intelligence: bodily, kinesthetic, musical, logical-mathematical, spatial, linguistic, interpersonal, and intrapersonal.

There are currently several different models of emotional intelligence. In 2004, the Encyclopedia of Applied Psychology sought to clarify the conceptual models (Spielberger, 2004 as cited in Bar-On, 2006). It was suggested that there are three major models of emotional intelligence: “(a) the Salovey-Mayer model which defines this construct as the ability to perceive, understand, manage and use emotions to facilitate thinking; (b) the Goleman model views this construct as a wide array of competencies and skills that drive managerial performance; and (c) the Bar-On model which describes a cross-section of
interrelated emotional and social competencies, skills and facilitators that impact intelligent behavior” (p. 2).

Although rooted in research conducted during the 1940’s on the non-cognitive aspects of intelligence, contemporary interest in emotional intelligence did not develop until the 1990’s. During that time Salovey and Mayer (1990) attempted to convey the concept that social intelligence and emotional intelligence were related. They referred to emotional intelligence as 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 action” (p. 189). In essence, social intelligence is related to interpersonal relationships and emotional intelligence is related to intrapersonal understanding. While building on their research, Mayer, Caruso, and Salovey have employed a mixed model way of looking at emotional intelligence and defined it as “the ability to recognize the meanings of emotion and their relationships and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them” (2000, p. 267)

The most popular work on emotional intelligence is that of Daniel Goleman. Goleman built on the work of Salovey and Mayer and published the book, *Emotional Intelligence* (1995). The book became very popular in the corporate world, as well as with the general public. Goleman’s work with emotional intelligence was adapted to predict how one would perform and work in leadership positions based on certain aspects of emotional intelligence. Goleman (1995) defined emotional intelligence as “the ability to recognize and understand emotions and the skill to use this awareness to manage self and the relationships with others” (p. 37). According to Goleman (1998) the four components of emotional intelligence: self-awareness, social awareness, self-management, and
relationship management, each have their own set of emotional competencies. Goleman believes that people are born with general emotional intelligence. However, emotional competencies must be learned. A person’s potential for excelling in an emotional competency is determined by their emotional intelligence.

The Bar-On Theory of Emotional-Social Intelligence

The Goleman model of emotional intelligence focuses on performance specifically related to work and organizational effectiveness. In contrast to the Goleman theory, Bar-On relates emotional intelligence to personality and well-being (Goleman, 1998). For the purposes of this study, the Bar-On theory of emotional-social intelligence will be used. The Bar-On theory is being used because, unlike the Goleman theory that focuses on managerial skills, Bar-On focuses on emotionally intelligent behaviors. According to Bar-On (2006), “emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how well we understand and express ourselves, understand others and relate with them, and cope with daily demands, challenges and pressures” (p. 14). Bar-On’s theory is closely related to the earlier work of Howard Gardner, who defined the construct of “personal intelligence”, which is based on emotional/intrapersonal and social/interpersonal intelligence. According to Bar-On, a number of intrapersonal and interpersonal competencies and skills comprise emotional-social intelligence. Therefore, he refers to his theory as emotional-social intelligence as opposed to emotional intelligence or social intelligence (2006).

There are five composite scales and 15 subscales within the Bar-On model that comprise emotional-social intelligence. These composite scales are: intrapersonal, interpersonal, stress management, adaptability, and general mood. To have emotional-social intelligence one must have the intrapersonal ability to understand self and act on that understanding in a way that is not harmful to others. Additionally, one must have the
interpersonal skills to understand the feelings of others and work to create mutually beneficial relationships. Those who are more emotional-social intelligent are able to effectively manage their emotions during times of change while maintaining a positive attitude (2006).

The intrapersonal composite scale is related to self-awareness and self-expression and comprises the subscales self-regard, emotional self-awareness, assertiveness, independence, and self-actualization. The interpersonal composite scale is related to social awareness and interaction with others and comprises the subscales empathy, social responsibility, and interpersonal relationships. Emotional management and control are competencies and skills within the stress management composite scale, which comprises the subscales stress tolerance and impulse control. The adaptability composite scale, comprised of the subscales reality testing, flexibility, and problem solving, is related to how well one solves problems and adapts to change. Self-motivation is the focus of the general mood composite scale, which comprises the subscales optimism and happiness (Bar-On, 2006). Table 4 provides a summary of the emotional-social intelligence composite scales and subscales.

Emotional Intelligence in College Students

In a 2008 article, a Marymount professor who taught an emotional literacy course asserts that in the college curriculum “emotional learning is not only possible but also welcome and maybe even necessary” (Lawry, 2008, p. 28). Currently, there is very little research that focuses on the development of emotional intelligence in college students. However, studies seem to indicate that emotional intelligence plays an important role in academic success, student persistence, and student behavior. Higher levels of emotional health have been linked to higher GPAs (Pritchard and Wilson, 2003) and students with
Table 4

*Composite Scales and Subscales of the Bar-On Model of Emotional-Social Intelligence*

<table>
<thead>
<tr>
<th>Category</th>
<th>Subscales</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intrapersonal (self-awareness and self-expression)</strong></td>
<td>1. Self-Regard - (being aware of, understanding and accepting ourselves)</td>
</tr>
<tr>
<td></td>
<td>2. Emotional Self-Awareness (being aware of and understanding our emotions)</td>
</tr>
<tr>
<td></td>
<td>3. Assertiveness (expressing our feelings and ourselves nondestructively)</td>
</tr>
<tr>
<td></td>
<td>4. Independence (being self-reliant and free of emotional dependency on others)</td>
</tr>
<tr>
<td></td>
<td>5. Self-Actualization (setting and achieving goals to actualize our potential)</td>
</tr>
<tr>
<td><strong>Interpersonal (social awareness and interaction):</strong></td>
<td>6. Empathy (being aware of and understanding how others feel)</td>
</tr>
<tr>
<td></td>
<td>7. Social Responsibility (identifying with and feeling part of our social groups)</td>
</tr>
<tr>
<td></td>
<td>8. Interpersonal Relationship (establishing mutually satisfying relationships)</td>
</tr>
<tr>
<td><strong>Stress Management (emotional management and control):</strong></td>
<td>9. Stress Tolerance (effectively and constructively managing our emotions)</td>
</tr>
<tr>
<td></td>
<td>10. Impulse Control (effectively and constructively controlling our emotions)</td>
</tr>
<tr>
<td><strong>Adaptability (change management):</strong></td>
<td>11. Reality Testing (validating our feelings and thinking with external reality)</td>
</tr>
<tr>
<td></td>
<td>12. Flexibility (coping with and adapting to change in our daily life)</td>
</tr>
<tr>
<td></td>
<td>13. Problem Solving (generating effective solutions to problems of an intrapersonal and interpersonal nature)</td>
</tr>
<tr>
<td><strong>General Mood (self-motivation):</strong></td>
<td>14. Optimism (having a positive outlook and looking at the brighter side of life)</td>
</tr>
<tr>
<td></td>
<td>15. Happiness (feeling content with ourselves, others and life in general)</td>
</tr>
</tbody>
</table>

Source: Bar-On, 2006
higher Emotional Quotient Inventory (EQ-i) scores on adaptability and stress tolerance were found to procrastinate less on their academic work.

**Academic Success**

There are several studies that focus on emotional intelligence as a predictor of the success for first year students. In these studies, success was measured by GPA. In a 2004 study by Parker, Summerfeldt, Hogan and Majeskit, students attending a university in Ontario, Canada were given the short form of the EQ-i in order to study the academic success of those students in transition from high school to college. It was found that those students who were academically successful had higher scores on most of the EQ-i measures as compared to students who were less successful academically. In this study, success was measured by a GPA of 3.0 or higher and being less successful was measured by a GPA of 2.0 or below. In a 2010 study, Mann and Kanoy (Kanoy, 2014) found that the college GPA of first-year students could be predicted by several EQ-i subscales: optimism, independence, assertiveness, self-regard, impulse control, stress tolerance, and problem solving. Students with higher EQ-i scores on those subscales also had higher GPAs. Schulman found similar results related to academic performance in a 1995 study of first-year students at the University of Pennsylvania.

There have also been studies related to the success of students beyond their first year. A study by Berenson, Boyles, and Weaver (2008) found similar results to those that focused on first year students. The researchers studied 82 students who were enrolled in online courses at a two-year technical community college. They found that higher levels of emotional intelligence corresponded with higher grades. Additionally, a 2005 study conducted by Parker, Duffy, Wood, Bond, and Hogan found that students who scored higher on the interpersonal, adaptability, and stress management composite scales had higher GPAs. It is their belief that these skills are helpful in the transition to college.
Another study related to emotional intelligence and academic success (Evenson, 2007) found that students on the dean’s list had higher emotional intelligence scores than students who were on academic probation. Specifically, dean’s list students scored higher on the intrapersonal, adaptability, and general mood composite scales. The research would seem to indicate that higher scores on some emotional intelligence subscales are closely correlated with high GPAs.

**Student Persistence**

There is also research that indicates emotional intelligence can influence student persistence. Sparkman, Maulding, and Roberts (2012) studied study retention and GPA related to emotional intelligence. At a session during their orientation, students were given the EQ-i. Five years later data was collected to see if the students were still enrolled, if they had graduated, or if they left the university. In addition, cumulative grade point average was collected from the institution’s database. The researchers found that those students who scored higher on the social responsibility, empathy, and impulse control subscales were more likely to have graduated or still be enrolled at the institution. A study by Parker, Hogan, Eastabrook, Oke, and Wood (2006) found similar results. Students in that study who persisted to a second year of study were found to have higher scores on most emotional-social intelligence competencies as compared to those students who withdrew from the university before the start of the second year. In a study of 1015 students who took the EQ-i at the beginning of their college career and again six years later, Keefer, Parker, and Wood (2012) found students who scored low on the interpersonal and stress management composite scales were less likely to graduate after six years. In addition, those students who had low total EQ-i scores and who lacked strength on any of the subscales, were more likely to leave the university without graduating. The studies seem to
indicate that emotional-social intelligence plays an important role in the academic transition from high school to college and in student retention.

**Student Behavior**

Studies on emotional intelligence are also helpful in explaining student behavior. Stang (2009) examined if emotional intelligence was related to leadership styles. The participants were 119 residential student leaders who were placed into groups based on the type of training they would receive. Specifically, one group received training specific to leadership development and emotional intelligence, while the other group did not receive similar training. The findings indicate that higher emotional intelligence was linked to higher measures on leadership practices.

In a study by Dulko (2007), the EQ-i was administered to 309 college students to determine if emotional-social intelligence impacted binge drinking. The researcher found that there was no significance difference in the EQ-i scores of binge drinkers and non-binge drinkers. However, binge-drinking consequences were directly related to scores on the EQ-i composite scales. Specifically, students who scored higher on the composite scales saw lower binge drinking consequences than those students who scored lower on the composite scales. An Australian study by Schutte, Malouff, and Hine (2011) yielded similar results. In that study, students with lower emotional intelligence scores had more alcohol-related problems.

**Teaching Emotional Intelligence**

There is research that seems to indicate that teaching emotional intelligence can impact persistence. Perhaps the most promising research related to teaching emotional intelligence was a 2007 study by Chang. The researcher utilized a treatment group of 79 students and a control group of 74 students. Both groups took three of the most widely used emotional intelligence tests, including the EQ-i. The treatment group enrolled in a
semester-long course designed to help students improve their emotional intelligence. At the end of the study, those students who were enrolled in the course showed more improvement than the control group on all three emotional intelligence tests. In a similar study, Schutte and Malouff (2002) found that first year students who participated in a course that focused on emotions and the development of emotional skills were better able to cope with the academic and social transition to college. The students who participated in the course also persisted at the university at a higher rate than those students who did not participate in the course.

A group of 133 students participated in a study by Leedy and Smith (2012) to determine if enrollment in a diversity course would have an impact on emotional intelligence. The researchers found that women had higher emotional intelligence scores at the end of the course than their scores at the beginning of the course. Men in the study did not see the same increase. Therefore, more study is needed in this area to determine if the increase was a result of the influence of teaching emotional intelligence skills.

In their 2003 book, *Emotional Intelligence: Achieving Academic and Career Excellence*, Nelson and Low discussed the two primary curricula in higher education: cognitive and emotional. The authors explained that the cognitive curriculum, which is rational and organized, is based on “academic content areas, grade point averages, semester hours, and academic honor societies” (p. 8). Conversely, the focus of the emotional curriculum is based on social interaction and the development of relationships. Nelson and Low believed that the emotional curriculum could aid students in the development of behaviors that lead to the life-long enhancement of emotional intelligence. Research indicates that emotional intelligence plays an important role in a student’s academic success, their ability to persist at an institution, and their behavior. As such, it may be
concluded that the addition of classes and programs that teach emotional intelligence could be of benefit to students.

Identity Development in College Students

Rodgers (1990c) defined student development as “the ways that a student grows, progresses, or increases his or her developmental capabilities as a result of enrollment in an institution of higher education” (p. 27). Although various theories exist related to college student development, Chickering and Reisser’s theory of identity development (Evans, 2010) can provide context for understanding the impact of study abroad on college student growth and development. According to Chickering and Reisser (1993), there are seven dimensions of identity referred to as vectors. Chickering and Reisser believed that higher education should play a part in and help foster those skills related to how students feel about themselves and relate to others.

Chickering (1969), and later Chickering and Reisser (1993), built on the work of Erikson to address issues related to identity development. Erikson (1968) believed that development is influenced by external as well as internal factors. Erickson described eight stages of development. Progression along the stages is a result of the resolution of a psychosocial crisis. Progression through later stages is determined by how well earlier stages were dealt with. According to Chickering and Reisser, the main developmental issue facing students is the establishment of identity. Chickering’s theory of identity development was outlined in his book, Education and Identity (1969). In 1993, Chickering and Reisser revised the theory to include new research and to be more inclusive of different student populations. The theory outlines seven stages, referred to as vectors, which are important to identity development. The vectors are not stages, although they do have direction, they are not linear. Students can simultaneously deal with issues related to various vectors and can address issues in vectors that have been worked through.
However, vectors do become more complex and the skills needed to deal with the issues are also more complex.

1. Developing Competence. In this stage of identity development, students develop competence in three different areas: intellectual, physical and manual skills, and interpersonal skills.

2. Managing Emotions. In this vector, students work on recognizing, expressing, and controlling emotions in an appropriate manner.

3. Moving Through Autonomy Toward Interdependence. While progressing through this vector, students work on emotional independence while beginning to understand the importance of interdependence.

4. Developing Mature Interpersonal Relationships. This vector is directly related to the development of healthy relationships. Students begin to understand the importance of intercultural and interpersonal tolerance as it relates to mature interpersonal relationships.

5. Establishing Identity. In vector five, students begin to address issues of self-acceptance and self-esteem. Specifically, students become comfortable with the identity they are establishing for themselves regardless of the expectations of others.

6. Developing Purpose. This vector is related to the ability to make decisions and become committed to a specific vocation or direction in life.

7. Developing Integrity. In vector seven, students begin to establish congruency between their values and actions.

Because participation in a study abroad program allows students to experience new and challenging situations, there is great potential for both intrapersonal growth and the development of interpersonal relationships.
Summary

Study abroad programs have seen significant growth in the past decade (Farrugia et al., 2013). An increased global awareness and understanding of the importance of developing cultural competencies has created the need for colleges and universities to increase the number and locations of programs. With this increased focus comes the need for institutions to assess study abroad programs to determine if they are meeting the academic and personal needs of students. Research indicates that students who participate in study abroad programs are seeing increased gains in intellectual development, language proficiency, and global awareness. However, much of the research related to study abroad has focused the development of cognitive skills. There is still room for research related to interpersonal development.

Emotional-Social intelligence, with its focus on intrapersonal and interpersonal skills, provides a foundation for which to explore study abroad. Ornstein and Nelson (2006) have suggested that emotional intelligence competency building be incorporated into the pre-departure program for those students who intend to study abroad. Specifically, the authors believe that an increased emphasis on emotional intelligence competencies can reduce fear and stress while enhancing the educational experience for those students who study abroad. There is no research that currently exists that explores the relationship between study abroad and emotional-social intelligence. However, the interest in study abroad and personal development calls for more research in this area.
CHAPTER 3

METHODS

The following chapter will explain the research design, subjects, data collection, and data analysis that were used for this study. The purpose of this study was to explore the impact of long-term study abroad on the development of emotional-social intelligence in undergraduate students. The study addressed the following research questions:

1. Is there a difference in the emotional-social intelligence scores of college students prior to and after their participation in a long-term study abroad program as measured by the Emotional Quotient Inventory (EQ-i 2.0)?

2. How do college students view their long-term study abroad experience?

Research Design

The research questions encouraged the use of a mixed methods design. The research was both quantitative and qualitative in nature. The use of both methods added depth to the study and provided a way to gain multiple perspectives from both the participants and the researcher. Using a mixed methods design helped the researcher gain a more complete picture of the research problem (Creswell, 2009). This design allowed for a thorough understanding of a complex issue, such as emotional-social intelligence as it relates to student participation in a long-term student abroad program. The researcher believes that neither quantitative nor qualitative alone could give a complete picture of the research problem.

Quantitative research involves the collection of numerical data, which is then analyzed in order to test theories. The numerical data quantifies beliefs, attitudes and behaviors. This type of research examines the relationship between variables by studying a sample of the population. The intent is to make generalizations about the population based on the results from the sample (Creswell, 2009). Although quantitative research can be
used to verify a hypothesis, it sometimes does not provide a means to understand a social phenomenon. Qualitative data can fill this void.

According to Creswell, “qualitative research is a means of exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (2009, p. 4). Data are normally collected via researcher observation, face-to-face or written interviews, documents, or audio-visual material. The researcher is able to see the world though the respondents’ eyes. In this type of research allows for the researcher to interpret the meaning of the data (Creswell, 2009). However, qualitative research is subjective, difficult to recreate, and the results are difficult to generalize to the larger population.

This study used an explanatory mixed methods design (Fraenkel & Wallen, 2006). This sequential design consisted of two phases. During the first phase, quantitative data were collected using the online EQ-i²⁰ survey. The purpose of survey research is to “describe the characteristics of a population” (Fraenkel & Wallen, 2006, p. 390) by using a sample of the population. The EQ-i²⁰ pre-test provided baseline data for understanding emotional-social intelligence prior to participation in a study abroad program and the post-test helped measure the degree of change.

Priority was given to the quantitative method because it provided the major data related to impact of study abroad on emotional-social intelligence. The second phase of the study was qualitative and consisted of interviews upon the students’ return. The qualitative data helped add depth to the quantitative data. The researcher used the qualitative data to provide supportive information. The quantitative data served as the primary data, while the qualitative data were embedded and used as in a confirmatory, supporting role.
Variables

The independent variable in this study was participation of students in a long-term study abroad program. For the purpose of this study, long-term is defined as study abroad that extends across an entire semester spent abroad. The dependent variable was the development of emotional-social intelligence. The variables were measured by administering the EQ-i\textsuperscript{2.0} via pre and post-tests of undergraduate students before and after their participation in a study abroad program and interviews after their return.

Participants

The population examined in this study consisted of students enrolled at a public land-grant university who participated in a semester long study abroad program during the Spring 2014 semester. At this institution, students may participate in a study abroad program with one of the university's international partners, or another accredited U.S. program, directly through an approved international university, or through a university faculty led program.

Currently, 23,976 undergraduate students are enrolled at the university. Of those, approximately 1,125 students participate in a long-term (one semester or longer) or short-term (less than eight weeks) study abroad program during the academic year. During the Spring 2014 semester, 165 students participated in a long-term study abroad program. Because of the small number of students at the university who participated in study abroad, the researcher surveyed the entire population of students who studied abroad during the semester the research study was conducted. Those students who completed pre-tests were asked to complete the post-test. Students who completed the post-test were asked to participate in interviews.
Quantitative Design

Instrument

The quantitative phase of the research focused on determining if there was a difference in the emotional intelligence scores of college students prior to and after their participation in a long-term study abroad program (as measured by the EQ-i\textsuperscript{2.0}). The EQ-i survey is currently the most widely used emotional intelligence assessment (Multi-Health Systems, 2011). It is based on Bar-On’s theory of emotional-social intelligence and measures across five (5) scales and 15 subscales: self-perception (comprising the subscales of self-regard, self-actualization, and emotional self-awareness), self-expression (comprising the subscales of emotional expression, assertiveness, and independence), interpersonal (comprising the subscales of interpersonal relationships, empathy, and social responsibility), decision making (comprising the subscales of problem solving, reality testing, and impulse control), and stress management (comprising the subscales of flexibility, stress tolerance, and optimism).

In 2011 the EQ-i was revised to the EQ-i\textsuperscript{2.0}. The revision preserved the foundation and integrity of Bar-On’s original EQ-i. However, the new version revised and renamed the scales and subscales to ensure that each item on the questionnaire only appears on one subscale and that subscales did not contain multiple constructs. In addition, double negatives were eliminated from the items, language was updated and clarified, the norm sample was updated and diversified, and the interpersonal and intrapersonal scales were renamed to avoid confusion (Multi-Health Systems, 2011). Table 5 provides a comparison of the original EQ-i scales and the revised EQ-i\textsuperscript{2.0}.
Table 5

Comparison of the EQ-i Scales and the Revised EQ-i<sup>2.0</sup> Scales

<table>
<thead>
<tr>
<th><strong>Intrapersonal</strong></th>
<th><strong>Self-Perception</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Regard</td>
<td>Self-Regard</td>
</tr>
<tr>
<td>Self-Actualization</td>
<td>Self-Actualization</td>
</tr>
<tr>
<td>Emotional Self-Awareness</td>
<td>Emotional Self-Awareness</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Emotional Expression</td>
</tr>
<tr>
<td>Independence</td>
<td>Assertiveness</td>
</tr>
<tr>
<td></td>
<td>Independence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Interpersonal</strong></th>
<th><strong>Interpersonal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal Relationships</td>
<td>Interpersonal Relationships</td>
</tr>
<tr>
<td>Empathy</td>
<td>Empathy</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>Social Responsibility</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Adaptability</strong></th>
<th><strong>Decision Making</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>Reality Testing</td>
<td>Reality Testing</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Impulse Control</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Stress Management</strong></th>
<th><strong>Stress Management</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Impulse Control</td>
<td>Flexibility</td>
</tr>
<tr>
<td>Stress Tolerance</td>
<td>Stress Tolerance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>General Mood</strong></th>
<th><strong>Well-Being Indicator</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Optimism</td>
<td>Happiness</td>
</tr>
<tr>
<td>Happiness</td>
<td></td>
</tr>
</tbody>
</table>

Source: Multi-Health Systems, 2011

The survey is administered online, consists of 133 items, and takes approximately 20 to 30 minutes to complete. Respondents were asked to rate each item on a five-point Likert
scale ranging from (1) “Never/Rarely” to (5) “Always/Almost Always.” The instrument generates a score for each scale and subscale. In addition, the survey provides an overall EI score. Raw scores are converted into standard scores based on a mean of 100 and a standard deviation of 15. Scores less than 90 are in the low range and indicate a need to improve emotional skills. Scores between 90 – 110 are in the mid-range. Scores above 110 are in the high range and are an indication of well-developed emotional capacity.

In a study on the reliability and validity of the EQ-i in university students, Dawda and Hart (2000) used four validity indicators to assess the instrument. These included omission rate, inconsistency index, positive and negative impression, uniform item endorsement, and extreme item endorsement. There appeared to be no uniform item endorsement and extreme item endorsement did not impact validity. In addition, the average omission rate was low. To adjust for positive impression and negative impression the EQ-i has a built in correction factor that adjusts the scale scores based on these two impression scores. Dawda and Hart found that response styles did not influence EQ-i scores.

Dawda and Hart (2000) found that the undergraduates in their sample scored lower than the North American normative sample on both the EQ total score and some composite scales. Research during the development of the EQ-i².0 using a higher education normative sample reports the same finding (Multi-Health Systems, 2011). There is no clarity related to the reason for the lower scores. These findings support the usefulness of separate higher education norms.

Dawda and Hart (2000) found no significant differences on the EQ total score and the EQ composite scores for men and women on the EQ-i, although women scored lower than men on the independence and optimism subscales, but higher than men on the social responsibility subscale. Research during the development of the EQ-i².0 using a higher
education normative sample indicates small to small-medium gender effects on some subscales. Specifically, women scored higher on the empathy subscale and the interpersonal composite scale, and men scored higher than women on the stress tolerance subscale (Multi-Health Systems, 2011).

Various studies have been conducted and have verified the EQ-i total, composite, and subscales as reliable, including the study by Dawda and Hart (2000). The internal consistency of the EQ-i total score was .96. The composite scales ranged from .81 (stress tolerance) to .94 (intrapersonal). In addition, values were .70 or higher for all subscales. For the EQ-i\textsuperscript{2.0} the internal consistency of the total score for the higher education normative sample was .97. The composite scales ranged from .86 (decision making) to .92 (self-perception). In addition, values were .73 or higher for all subscales (Multi-Health Systems, 2011).

Test-retest reliability for the EQ-i was .66 over 3 months and .73 over four months (Thomas & Hersen, 2004). Test-retest reliability for the EQ-i\textsuperscript{2.0} was .92 over one month and .81 over two months (Multi-Health Systems, 2011). It can be concluded by the information obtained from the revised version, that the EQ-i\textsuperscript{2.0} has a high level of validity and the test is reliable.

Data Collection

The researcher sought permission from the Director of Education Abroad to conduct research on students who were accepted and had enrolled in the university’s long-term study abroad program during the Spring 2014 semester. The researcher received approval to conduct this research from the Human Subjects Committee at Florida State University and the Institutional Review Board at the large, public research institution.

University policy did not permit the researcher to contact students directly. So the Director of Education Abroad emailed students to ask that they email the researcher if they
were interested in participating in the study. Because the research contained a pre-test and a post-test, ID numbers were created for each student in order to compare the two tests. Upon email contact from a student, the researcher contacted the interested student via email with a letter that discussed consent, how to use the ID number, a link to the survey, and how to obtain a participation incentive. When students clicked on the survey link, they were taken to an initial page to collect demographic information and were then redirected to the EQ-i\textsuperscript{2.0} survey. One week after the initial email from the Director of Education Abroad was sent, a follow-up email was sent to solicit more participation. In addition, the researcher followed-up once with students who indicated interest but failed to initially complete the survey.

Upon their return from the study abroad experience, students who completed the pre-test were asked to complete the post-test. They were sent a link to the EQ-i\textsuperscript{2.0} survey, their ID number, and how to obtain a participation incentive. The researcher followed up once with any students who failed to complete the post-test. Students were asked to contact the researcher if they planned to complete the post-test and if they were interested in participating in an interview. The first five students who completed the post-test and indicated interest in participating in an interview were scheduled for either a face-to-face or Skype interview.

Data Analysis

Data collected by the EQ-i\textsuperscript{2.0} were used to compare the group before and after their participation in a study abroad program to determine if the program had an impact on their emotional-social intelligence. At the end of the data collection period, the researcher was able to access files via the EQ-i\textsuperscript{2.0} administration website that contained the raw data for both the pre-test and the post-test. The demographic data were located on a paid survey website. The survey yielded quantitative data and the data were analyzed using JMP 11. A
paired sample t-test was completed to determine if there was a significant change between the EQ-i²⁰ total, composite scales, and subscales scores of students based on the pre and post-test results.

Qualitative Design

Instrument

The interview protocol was semi-structured and included 11 questions (see Appendix K). The questions were designed to understand how students view their long-term study abroad experience and were experience/behavior questions and feelings questions (Fraenkel & Wallen, 2006). The first question was designed to put the participant at ease. The second question provided an opportunity for the respondents to describe their overall study abroad experience. The remainder of the questions focused on the impact of the experience and any learning or growth that they believed occurred as a result of their study abroad participation. An expert review panel reviewed the interview protocol, including staff members who work directly with a faculty-led, long-term study abroad program. The information obtained from the interviews helped to provide context for the information collected during the quantitative phase (Creswell, 2009).

As it relates directly to emotional-social intelligence, questions three, four, six, and seven focused on the composite scales. For example, the researcher asked questions that would elicit responses about important experiences and lessons learned. These questions allowed the respondents to talk about personal experiences that had the ability to be related to any of the composite scales. Questions five and 10 were specifically related to intrapersonal development, as they asked the respondent to reflect on what they had learned about themselves as a result of their experience. Questions eight, nine, and 12 were related to the development of interpersonal relationships and social responsibility, and asked respondents to reflect on their personal relationships with others and their
understanding of their host culture. Questions 10 and 11 sought data directly related to adaptability and stress management and asked respondents to share challenging experiences or situations involving conflict.

Data Collection

The interviews were conducted at the end of the Spring 2014 semester either in-person or via Skype. The interviews ranged from 45 minutes to 90 minutes in length. The interviews were audio recorded after obtaining verbal permission from the interview participants. The interviews were later transcribed.

The researcher developed an interview protocol that included a time to have casual conversation with the participant, provide information about the study and to allow the participant to select a pseudonym. Once the interviews began, a set of predetermined questions were used along with a closing statement that included an explanation about how the data would be used, when it would be available, and how to follow-up with the researcher should the need arise. All participants were informed of the confidentiality surrounding the study and assured that their names and information would be maintained in strictest confidence.

All interviews were transcribed and then shared with each participant for accuracy. To ensure accuracy, the researcher sent the transcript to the participants via email. They were asked to review the interview transcript and provide any changes or corrections to the researcher. Upon completion of the analysis, all audio recordings were erased and destroyed.

Data Analysis

Because the researcher used a mixed-method design to provide meaning for the quantitative data, a provisional coding method was employed to analyze the qualitative data. According to Saldana (2009), provisional coding can be used to help the researcher
“harmonize with [the] study’s conceptual framework” (p. 49). Themes were based on Bar-On’s theory of emotional-social intelligence. The researcher used Bar-On’s five composite scales (Intrapersonal, Interpersonal, Stress Management, Adaptability, and General Mood) as themes.

The researcher labeled each transcript with an ID number that was previously assigned to each participant. The transcripts were then examined line-by-line. Each sentence, series of sentences, or phrase was separated into comments. When the topic changed, it marked the beginning of a new comment. The researcher highlighted the comments in colors corresponding to the different composite scales and a miscellaneous category. The miscellaneous category was for comments that could not be assigned to one of Bar-On’s composite categories.

The researcher then transferred the comments into one of six documents that matched the six composite scales; intrapersonal, interpersonal, stress management, adaptability, general mood, or miscellaneous. The researcher placed the participant’s pseudonym at the end of each comment to attribute the statement to the correct participant. Before reviewing the comments assigned to the five composite scale codes, the researcher reviewed the miscellaneous category to see if there were themes that emerged from the data that might inform the study. The researcher did not find themes in the miscellaneous category that could help answer the research question.

The researcher reviewed the themes and comments with a faculty member familiar with the study to discuss how the data were categorized. If comments were found to be coded incorrectly, they were moved to a different theme. After the coding was complete, the researcher was able to use the data to answer the qualitative research question posed in the study. The findings were developed into a narrative that provided a description of how students view their long-term study abroad experience.
Summary

A mixed-methods design was used to explore the impact of long-term study abroad on the development of emotional-social intelligence in undergraduate students. The target population examined in this study were students enrolled at a public research university who participated in a semester-long study abroad program.

The instrument used for the quantitative phase of the research was the EQ-i2.0. Students were asked to participate in a pre-test and post-test. Additionally, during the qualitative phase of the study students were asked to participate in an interview.

After data collection, descriptive statistics and paired sample t-tests were used to answer the research questions. In addition, qualitative data were coded and analyzed to help explore the research.
CHAPTER 4

RESULTS

This chapter reports on the demographic data, descriptive statistics for the pre-test and post-test, higher education norms for the EQ-i²⁰, and the findings related to the research questions. The first part of the results section describes the study participants and reports on the findings related to differences in the emotional-social intelligence scores of college students prior to and after their participation in a long-term study abroad program. The second section reports on the interview participants and the qualitative data. The final section provides a summary of the quantitative and qualitative research findings.

Quantitative Data Analysis and Findings

In the following section, the researcher reports on the study participants, the descriptive statistics, and research question one. To examine emotional-social intelligence, descriptive statistics of the EQ-i²⁰ scores were run to determine the pre-test and post-test scores of the study participants. In addition, pre-test and post-test scores of study participants were compared with the national higher education norms. To answer the research question is there a difference in the emotional intelligence scores of college students prior to and after their participation in a long-term study abroad program, a paired t-test was used to compare the mean pre-test and post-test scores of the participants.

Study Participants

A total of 165 students participated in a long-term study abroad program during the Spring 2014 semester. Of these, 19 participants took the EQ-i²⁰ prior to their study abroad experience. Of the 19 participants, 18 completed the post-test. These 18 study participants were used in the final data analysis. Table 6 illustrates demographic information about the study participants.
Of the sample, 61% were female and 39% were male. Students who indicated their class level as "sophomore" represented 39% of the sample. Juniors represented 44% and seniors made up 17% of the study participants. Because of the small number of participants, students who indicated their ethnicity as anything other than White are listed as “Other”. White students were 56% of the study participants, while all other ethnicities represented 44% of the subjects. Only 11% of study participants indicated that they had previously participated in a study abroad program. Half of the students participated in a study abroad program that took place at the university’s satellite campus while the other half of the students were at various study abroad locations. The only faculty-led program was at the satellite campus.

Table 6

*Demographic Information of Study Participants*

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>61</td>
</tr>
<tr>
<td>Male</td>
<td>7</td>
<td>39</td>
</tr>
<tr>
<td><strong>Current Class Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>7</td>
<td>39</td>
</tr>
<tr>
<td>Junior</td>
<td>8</td>
<td>44</td>
</tr>
<tr>
<td>Senior</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>10</td>
<td>56</td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
<td>44</td>
</tr>
<tr>
<td><strong>Previous Study Abroad Participation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>89</td>
</tr>
<tr>
<td><strong>Program Type</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Satellite Campus</td>
<td>9</td>
<td>50</td>
</tr>
<tr>
<td>Full Immersion Program</td>
<td>9</td>
<td>50</td>
</tr>
</tbody>
</table>
Descriptive Statistics of Pre-test

Table 7 presents interpretation guidelines for standard scores for the EQ-i².0. Table 8 shows the pre-test descriptive statistics of the EQ-i².0 for the participants prior to their study abroad experience. The table lists the range, mean, and standard deviation for EI, as well as the five composite scales and 15 subscales.

Table 7

Interpretation Guidelines for Standard Scores for the EQ-i².0

<table>
<thead>
<tr>
<th>Standard Score</th>
<th>Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>110 and Over</td>
<td>High: Atypically well developed emotional capacity</td>
</tr>
<tr>
<td>105 to 110</td>
<td>High Average: Well developed emotional capacity</td>
</tr>
<tr>
<td>95 to 105</td>
<td>Average: Typical, usually adaptive emotional capacity</td>
</tr>
<tr>
<td>90 to 95</td>
<td>Low Average: Under-developed emotional skills</td>
</tr>
<tr>
<td>Under 90</td>
<td>Marked under-developed emotional skills</td>
</tr>
</tbody>
</table>


The data for the descriptive statistics showed that the mean total EI score of the participants prior to study abroad was 102.11 with a standard deviation of 12.43. The higher education sample average total EI according to the EQ-i².0 Users Handbook (Multi-Health Systems, 2011) is expected to be 99 with a standard deviation of 14.5. The individual participant scores ranged from a low of 49 (impulse control) to a high of 130 (social responsibility). The top composite scale scores for the sample were self-perception (M = 106.50, SD = 10.55), stress management (M = 104.06, SD = 12.10), and interpersonal (M = 102.44, SD = 10.77). The study participants scored lowest on the self-expression composite scale (M = 96.33, SD = 12.52).

The participants scored higher than average on 9 out of 15 subscales (self-regard, self-actualization, assertiveness, interpersonal relationships, social responsibility, reality
testing, problem solving, stress tolerance, and optimism). The participants scored highest on the self-actualization subscale (M = 111.44, SD = 9.06) and lowest on the emotional expression subscale (M = 94.50, SD = 15.60).

Table 8

*Pre-Test Descriptive Statistics of the EQ-i².0 Scores of Study Participants*

<table>
<thead>
<tr>
<th>Composite Scales and Subscales</th>
<th>N</th>
<th>Range</th>
<th>Min</th>
<th>Max</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total EI</strong></td>
<td>18</td>
<td>46</td>
<td>79</td>
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*Descriptive Statistics of Post-test*

Table 9 shows the post-test descriptive statistics of the EQ-i².0 for the participants after their study abroad experience. The table lists the range, mean, and standard deviation for total EI, as well as the 5 composite scales and 15 subscales.
The data for the descriptive statistics showed that the mean total EI score of the participants after study abroad was 106.39 with a standard deviation of 10.75. The individual participant scores ranged from a low of 60 (emotional expression) to a high of 130 (social responsibility). The top composite scale score for the sample was self-perception (M = 110.94, SD = 9.05). The study participants scored lowest on the decision making composite scale (M = 100.17, SD = 14.37).

The participants scored higher than average on 13 out of 15 subscales. The top subscale score for the sample was self-actualization (M = 113.72, SD = 8.31). The participants scored lower than average on the emotional expression (M = 98.72, SD = 16.42) and impulse control (M = 95.67, SD = 18.22) subscales.

Table 9

Post-Test Descriptive Statistics of the EQ-i².0 Scores of Study Participants

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### Table 10

**EQ-i².0 Scores of Individual Study Participants**

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Descriptive Statistics of Study Participants’ Pre and Post EQ-i2.0 Scores and Higher Education Norms

Table 11 shows descriptive statistics for the study participants’ pre-test and post-test and higher education norms. According to the EQ-i2.0 Users Handbook (Multi-Health Systems, 2011), the higher education sample average total EI is expected to be 99 with a standard deviation of 14.5. Compared to these norms, the current participants had higher average pre-test and post-test total EI scores than the higher education sample. The participants also scored higher than the higher education sample on three composite scales on the pre-test: self-perception (M = 106.5, SD = 10.55) as compared to M = 98.9, SD = 14.4 for the higher education sample; interpersonal (M = 102.44, SD = 10.77) as compared to M = 98.7, SD = 14.7 for the higher education sample; and stress management (M = 104.06, SD = 12.10) as compared to M = 99.5, SD = 15.5 for the higher education sample. The participants scored lower than the higher education sample on two composite scales on the pre-test: self-expression (M = 96.33, SD = 12.52) as compared to M = 98.9, SD = 13.3 for the higher education sample; and decision-making (M = 98.67, SD = 15.13) as compared to M = 99.8, SD = 15 for the higher education sample.

As previously mentioned, the participants scored higher than average on 9 out of 15 subscales on the pre-test. The largest difference was on the self-actualization subscale (M = 111.44, SD = 9.06) as compared to M = 99.0, SD = 13.6 for the higher education sample. The smallest difference was on the emotional expression subscale (M = 94.50, SD = 15.60) as compared to M = 99.3, SD = 14.1 for the higher education sample.

The participants scored above the higher education sample on all 5 composite scales on the post-test: self-perception (M = 110.94, SD = 9.05) as compared to M = 98.9, SD = 14.4 for the higher education sample; self-expression (M = 101.22, SD = 11.65) as compared to M = 98.9, SD = 13.3 for the higher education sample; interpersonal (M = 106.11, SD = 11) as
compared to M = 98.7, SD = 14.7 for the higher education sample; decision making (M = 100.17, SD = 14.37) as compared to M = 99.8, SD = 15 for the higher education sample; and stress management (M = 107.39, SD = 9.80) as compared to M = 99.5, SD = 15.5 for the higher education sample.

As previously mentioned, the participants scored higher than average on 13 out of 15 subscales on the post-test. The largest difference between the study participants’ post-test score and the higher education sample score was on the self-actualization subscale (M = 113.72, SD = 8.31) as compared to M = 99.0, SD = 13.6 for the higher education sample. The smallest difference was on the emotional expression subscale (M = 98.72, SD = 16.42) as compared to M = 99.3, SD = 14.1 for the higher education sample.

Table 11

*Study Participants’ Pre and Post EQ-i2.0 Scores and Higher Education Norms*

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<td>Optimism</td>
<td>106.28 8.89</td>
<td>99.6 15.3</td>
<td>107.67 8.99</td>
</tr>
</tbody>
</table>
Research Question One

Research question one sought to determine if there were significant differences in the emotional intelligence scores of college students prior to and after their participation in a long-term study abroad program. A paired t-test was used to compare the mean pre-test and post-test scores of the participants for total EI, each composite scale, and all subscales. All tests were conducted with a significance level of p<.05. The results are shown in Table 12.

The paired t-test indicated that across the sample, five of the pre-test and post-test mean differences were statistically significant (p<.05). When comparing pre-test and post-test mean scores for total EI, the pre-test score (M = 102.11, SD = 12.43) and the post-test score (M = 106.39, SD = 10.75) yielded a mean difference of 4.28. This positive difference was found to be statistically significant at t(17) = 2.31, p = .03.

Two of the pre-test and post-test mean differences on the composite scales were found to be statistically significant. There was a significant difference in the pre-test score (M = 106.5, SD = 10.55) and the post-test score (M = 110.94, SD = 9.05) on the self-perception composite scale. This yielded a mean difference of 4.44 and was statistically significant t(17) = 2.32, p = .03. In addition, the self-expression pre-test score (M = 96.33, SD = 12.52) and the post-test score (M = 101.22, SD = 11.65) yielded a mean difference of 4.89. This positive difference was found to be statistically significant at t(17) = 2.22, p = .04.

The pre-test and post-test mean differences on two of the subscales were found to be statistically significant. When comparing pre-test and post-test mean scores for the self-Regard subscale, the pre-test score (M = 104.5, SD = 12.10) and the post-test score (M = 109.11, SD = 9.60) yielded a mean difference of 4.61. This positive difference was found to be statistically significant at t(17) = 2.68, p = .02. There was a significant difference in the
pre-test score (M = 98.83, SD = 13.24) and the post-test score (M = 104.39, SD = 12.29) on the flexibility subscale. This yielded a mean difference of 5.56 and was statistically significant \( t(17) = 2.25, p = .04 \).

Overall, these results demonstrated that there were statistically significant differences in the EQ-i\(^{2.0}\) pre-test and post-test scores of study participants before and after their participation in a long-term study abroad program. Specifically, the mean differences of total EI, the self-perception and self-expression composite scales, and the self-regard and flexibility subscales were statistically significant.

Table 12

*Comparison of Study Participants’ Pre-Test and Post-Test EQ-i\(^{2.0}\) Scores*

<table>
<thead>
<tr>
<th>Composite Scales and Subscales</th>
<th>Pre M</th>
<th>Post M</th>
<th>Mean Diff</th>
<th>Std. Error Mean</th>
<th>( t )</th>
<th>( P^* )</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total EI</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Perception</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Regard</td>
<td>106.50</td>
<td>109.14</td>
<td>4.44</td>
<td>1.92</td>
<td>2.32</td>
<td>.03*</td>
</tr>
<tr>
<td>Self-Actualization</td>
<td>111.44</td>
<td>113.72</td>
<td>2.28</td>
<td>1.62</td>
<td>1.40</td>
<td>.18</td>
</tr>
<tr>
<td>Emotional Self-Awareness</td>
<td>96.44</td>
<td>101.39</td>
<td>4.94</td>
<td>3.02</td>
<td>1.64</td>
<td>.12</td>
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<tr>
<td><strong>Self-Expression</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Expression</td>
<td>96.33</td>
<td>101.22</td>
<td>4.89</td>
<td>2.20</td>
<td>2.22</td>
<td>.04*</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>100.11</td>
<td>104.72</td>
<td>4.61</td>
<td>2.41</td>
<td>1.91</td>
<td>.07</td>
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<tr>
<td>Independence</td>
<td>98.05</td>
<td>101.06</td>
<td>3.00</td>
<td>1.80</td>
<td>1.67</td>
<td>.11</td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
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</tr>
<tr>
<td>Interpersonal Relationships</td>
<td>102.44</td>
<td>106.11</td>
<td>3.67</td>
<td>1.96</td>
<td>1.88</td>
<td>.08</td>
</tr>
<tr>
<td>Empathy</td>
<td>100.22</td>
<td>102.61</td>
<td>2.39</td>
<td>1.48</td>
<td>1.61</td>
<td>.13</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>98.39</td>
<td>102.11</td>
<td>3.72</td>
<td>2.16</td>
<td>1.73</td>
<td>.10</td>
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<tr>
<td><strong>Decision Making</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving</td>
<td>98.67</td>
<td>100.17</td>
<td>1.50</td>
<td>2.20</td>
<td>.68</td>
<td>.50</td>
</tr>
<tr>
<td>Reality Testing</td>
<td>99.72</td>
<td>101.56</td>
<td>1.83</td>
<td>2.67</td>
<td>.69</td>
<td>.50</td>
</tr>
<tr>
<td>Impulse Control</td>
<td>99.94</td>
<td>103.61</td>
<td>3.67</td>
<td>2.53</td>
<td>1.45</td>
<td>.17</td>
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<tr>
<td><strong>Stress Management</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td>104.06</td>
<td>107.39</td>
<td>3.33</td>
<td>1.89</td>
<td>1.76</td>
<td>.10</td>
</tr>
<tr>
<td>Stress Tolerance</td>
<td>98.83</td>
<td>104.39</td>
<td>5.56</td>
<td>2.47</td>
<td>2.25</td>
<td>.04*</td>
</tr>
<tr>
<td>Optimism</td>
<td>105.22</td>
<td>106.56</td>
<td>1.33</td>
<td>2.57</td>
<td>.52</td>
<td>.61</td>
</tr>
</tbody>
</table>

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Qualitative Data Analysis and Findings

In the following section the researcher reports on the interview participants, their individual scores on the EQ-i²₀, and research question two. Research question two sought to examine how college students view their long-term study abroad experience. The researcher used Bar-On’s five composite scales (intrapersonal, interpersonal, stress management, adaptability, and general mood) as themes.

*Interview Participant Profiles*

**Erik** [participants’ names have been changed] identifies as a white male and is a sophomore majoring in engineering. Erik’s study abroad placement was at the university’s satellite campus. He had no previous study abroad experience.

**Sasha** identifies as a female of color and is a junior majoring in public relations. Sasha was in Spain for her study abroad program. She had no prior study abroad experience.

**Eduardo** identifies as biracial and is a junior in the college of agriculture and life sciences. Eduardo’s study abroad placement was in Spain. He had no previous study abroad experience.

**Nikki** identifies as a female of color and is a sophomore business major. Nikki was also at the university’s satellite campus. She had no prior study abroad experience.

**Catherine** identifies as a white female and is a junior majoring in engineering. Catherine’s study abroad placement was in Australia. She had a previous short-term study abroad experience.

Table 13 shows descriptive statistics of the interview participants’ pre-test and post-test scores for total EI and each of the composite scales.
Table 13

*Interview Participants’ Pre-Test and Post-Test EQ-i<sup>2.0</sup> Scores*

<table>
<thead>
<tr>
<th></th>
<th>Erik Pre</th>
<th>Erik Post</th>
<th>Sasha Pre</th>
<th>Sasha Post</th>
<th>Eduardo Pre</th>
<th>Eduardo Post</th>
<th>Nikki Pre</th>
<th>Nikki Post</th>
<th>Catherine Pre</th>
<th>Catherine Post</th>
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</thead>
<tbody>
<tr>
<td>Total EI</td>
<td>122</td>
<td>116</td>
<td>80</td>
<td>91</td>
<td>119</td>
<td>126</td>
<td>94</td>
<td>90</td>
<td>102</td>
<td>122</td>
</tr>
<tr>
<td>Self-Perception</td>
<td>118</td>
<td>113</td>
<td>85</td>
<td>101</td>
<td>116</td>
<td>121</td>
<td>100</td>
<td>99</td>
<td>102</td>
<td>125</td>
</tr>
<tr>
<td>Self-Expression</td>
<td>116</td>
<td>106</td>
<td>92</td>
<td>92</td>
<td>104</td>
<td>118</td>
<td>88</td>
<td>87</td>
<td>98</td>
<td>115</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>112</td>
<td>114</td>
<td>75</td>
<td>91</td>
<td>116</td>
<td>119</td>
<td>103</td>
<td>99</td>
<td>106</td>
<td>129</td>
</tr>
<tr>
<td>Decision Making</td>
<td>120</td>
<td>110</td>
<td>78</td>
<td>81</td>
<td>119</td>
<td>123</td>
<td>89</td>
<td>83</td>
<td>103</td>
<td>111</td>
</tr>
<tr>
<td>Stress Management</td>
<td>125</td>
<td>123</td>
<td>86</td>
<td>94</td>
<td>123</td>
<td>126</td>
<td>95</td>
<td>89</td>
<td>98</td>
<td>112</td>
</tr>
</tbody>
</table>

*Research Question Two*

Research question two sought to examine how college students viewed their long-term study abroad experience. The researcher used Bar-On’s five composite scales (intrapersonal, interpersonal, stress management, adaptability, and general mood) as themes.

*Intrapersonal Composite Scale*

The intrapersonal composite scale is related to self-awareness and self-expression and is comprised of the subscales self-regard, emotional self-awareness, assertiveness, independence, and self-actualization (Bar-On, 2006). For the students in this study, having a better understanding of self, achieving personal goals, and becoming self-reliant were very much a part of their reasons for studying abroad. Eduardo described how keenly aware he was that his study abroad experience had the potential to have a profound personal impact on him:

It seemed like when I got on that plane that was the end of something. I don’t know what I want to call it now but even as I was doing it, it was the end of something and
it was the start of something else. Like, yeah, it was the start of an adventure and all that kind of stuff, but I knew that when I came back things were not going to be the same, like there was such a stark difference between then and now. Not that my worldviews have drastically altered or my intelligence, or any of that kind of stuff, or beliefs, values, whatnot, but just that there is a difference. It seems to me that it was like, I don’t know, the transition from innocence to adulthood, like I’m a man now, like going out and defeating the test or whatever, like it was a right-of-passage sort of thing. (Eduardo)

The ability to accurately perceive, understand, and accept oneself is central to the intrapersonal composite scale. Some students indicated that early in their study abroad experience they began to have greater self-awareness and an understanding that previously held beliefs may not be true:

I learned that going into it, I wasn’t as opened-minded as I thought I was. Because I had moved across the country and I had developed from that experience, I thought that I was okay with a lot of things; that I was okay with trying new things, and open to learn about other cultures. But really, even in that aspect, I wasn’t, I don’t think. Because when we were in Bologna, Italy for the first week I still was hesitant to accept Italian culture and to see the good aspects of it. Instead of thinking they were relaxed and stress-free, I just thought, “oh wow, they’re really kind of lazy and slow.” So I learned that I wasn’t as open-minded as before but I also learned that I still could become open-minded now. Since that moment I spent the rest of the semester kind of reflecting on that and actively trying to change it. So it’s always there, from the beginning of the semester to the end, this idea that I was trying to change about myself. (Nikki)

For some, being in a foreign country was an opportunity to test their personal boundaries in ways that typically made them feel uncomfortable. One student tested his independence by traveling alone. He also found himself being assertive in ways that were sometimes difficult, but often rewarding:

I travelled alone for a week after the end of my program. When I was travelling alone I went on a walking tour in Copenhagen and during the coffee break the tour guide and a couple of other people were talking. I really wasn’t doing anything. I was just sitting there, and I sort of wanted to talk to them but in general, I’m a pretty shy person so putting myself out there is never the easiest thing to do. But in the end I was like “well, okay just go fast, don’t think, just do it” so I went and did it and ended up sitting down with them and talking with them a little bit.

Later on that evening, eating dinner, and the two people are there and they’re like “hey, you want to come with us to the garden?” So I walked around with them until dark and talked with them for a bit, and went to bed. Just talking with people from
other countries and learning more about them, about their countries, and their thoughts on things was one of the most impactful experiences because, it sounds silly, but of all the other times I travelled by myself I didn’t really talk to anybody and the one time I did I’m like “oh my God, I love these people, they’re awesome.” My favorite part about travelling abroad was just that little evening where I just hung out with some people from other countries and it just made me realize there’s a lot more than the US and that it’s important to try to meet people despite being shy. If you want to get to know these people then you need to put yourself out there and be okay with being uncomfortable. (Erik)

It appeared that for many students, the study abroad experience provided an opportunity to examine personal values and reflect on goals and areas for improvement:

What I went on the study abroad for...was to gain perspective and develop as a person. I think study abroad is what you make out of it. Academically it wasn’t really as challenging as being here. I mean, partially because I have really hard loads while here, but it was more of like an emotional challenge instead of an academic challenge. I feel like your experience abroad will be positive for most everybody but recognizing what you value, what you want to improve on, what you want to get out of this consciously is important. So job-wise, competitively, it will help a little bit, not as much as if I’d stayed here and done research, but in terms of what I see in the world and my values as a person I think had more of an impact on how I view things, which I think is just as important. (Erik)

One student explained that he perceived a greater level of self-confidence after participating in study abroad. He was able to discern this based on his feelings about his answers on the EQ-i²⁰:

Well when I took the test before I left, going through the questions I felt like, I mean I know they said there’s no right or wrong answers or anything like that...but when it came to certain questions I felt like I was emotionally capable of a lot of these things. I felt, yeah, capable, confident, like I am a confident person in life and whatnot. And so the way that I answered the questions back in January were totally justified. Then I go and I have all these experiences and then I come back and I take the same test and I don’t know how the answers compare, I can’t remember or anything like that, but I felt like that I came back and I still felt that I was totally capable, totally confident but on a whole different level sort of thing. (Eduardo)

Catherine expressed similar thoughts related to her ability to be self-reliant:

I am really confident in how well I can do on my own without help from anyone else. I really feel like I have a good grasp on who I am now and what types of things I handle well and what things I need to work on. (Catherine)
For most of the students, participating in a study abroad opportunity provided intrapersonal growth beyond anything they had imagined prior to their trip:

I would say that my time abroad was educational, inside and outside of the classroom. My Spanish is so much better now because of my time abroad, and my perspective on the world, not just Spain, is so different. Just being in another culture, in another country, and being able to see all those different things, just had a great impact. It’s an experience I wouldn’t put a financial number on. There’s no price that could give me the things I got from going abroad. I would say definitely that I think that I am capable of things that I don’t even understand. Like my Spanish is so much better now, in a way that I couldn’t even describe to anyone, and I think that it was just really amazing to see that this thing that I learned in a textbook, the Spanish, is something that people use every day to communicate and the more that I learned the language, the more I realized that I didn’t know the language. I think that I learned, not just with the language, but in general, that I am capable of so much more than the box that I limit myself to. (Sasha)

_Interpersonal Composite Scale_

The interpersonal composite scale is related to social awareness and interaction with others and is comprised of the subscales empathy, social responsibility, and interpersonal relationships (Bar-On, 2006). Many students in this study expressed that one of the most beneficial aspects of participating in their study abroad program was developing relationships with and an increased understanding of others. This process was usually achieved through individual conversations or conversations with small groups:

The nights where we sat around and had meaningful conversation were so much better and I want to take that part back. Like I want to make sure that I have meaningful conversations with my friends and family and they know that I care about them and I love them and my points of view on things, and sharing getting, to know them more. (Sasha)

Catherine expressed feeling more comfortable in her ability to make friends:

I think before I came over I was really unsure about myself, I guess socially...but then after this whole semester I’m pretty confident in my ability to make friends and be social. (Catherine)

Other students indicated that they were becoming more open to understanding how others think and feel. This increased sense of empathy is central to the interpersonal composite scale and the development of emotional-social intelligence:
I’ve learned to be more open-minded, and so I think that’s going to help me in the future because when I interact with other people, instead of trying to compare myself to see how I’m better, I think I’m going to try to learn more about them as a person and accept who they are. (Nikki)

For most students, studying abroad provided an opportunity to learn about other cultures and to view American culture through a different lens. This often provided an increased understanding of their host country, an openness to other cultures, and a deeper understanding of how others view American culture. Erik reported being more aware of international events:

Studying abroad really opened my eyes to the fact that the US is not the only country in the world. All I’ve ever really known is being American and I’ve been abroad before but it was with my family. It was a very different experience than what I got from traveling on my own. It was very eye opening in terms of my perspective now that I’m back in the United States. I am much more aware of other things happening around the world. (Erik)

Catherine expressed similar thoughts related to her perceptions of others and how others view Americans. During the remainder of her trip it allowed her to be more mindful of how others thought and felt about her actions:

One of my first friends was from Norway and she really helped me realize how different everyone’s culture was. Because when I first met her she was very quiet and reserved and I didn’t really understand because I’m used to people in America who are pretty talkative and loud and outgoing. I got to know her more and I met some of her Norwegian friends as well, I realized that that’s just part of their culture. They are very quiet people. They talk to each other and they have really good friends and they are very outgoing but they just don’t feel the need to always be talking. That really changed my perspective on how I look at Americans because I just assumed that everyone was like us, like everyone was very outgoing and very loud and I noticed a lot in Australia that I was always one of the loudest people there because I have a naturally loud voice.

So that really made me see how other people look at America, how people from other countries look at Americans. And just having her as my first friend, it was like the first perspective that I got, a perspective that wasn’t American and it was so nice in that the rest of the semester I was always thinking about “okay, how are people looking at me as an American, what am I doing that’s different, what am I doing that might be annoying or offensive to them and how can I keep that from happening” so that really had a huge impact on me. (Catherine)
Nikki expressed thoughts related to American culture and the importance of being open to other perspectives:

So I would tell people that the most important things that I took away from there are to not be so nationalistic and to be more accepting of other cultures. I know I went into it kind of that way myself. I went into it being really proud to be an American. When I got there I kept comparing the two and it took a long time to realize I didn’t need to, that every culture has something good that you can take away from it. I would say that’s the most important thing, is to be more accepting. (Nikki)

**Stress Management Composite Scale**

Emotional management and control are competencies and skills within the stress management composite scale, which is comprised of the subscales stress tolerance and impulse control (Bar-On, 2006). The ability to manage and control emotions in a constructive way is critical to the development of emotional-social intelligence. At the beginning of her study abroad experience, Sasha struggled to deal with negative reactions from others:

Especially when we first got there, because my Spanish was not that great, I got laughed at a lot, which bothered me because everyone always says when you’re going abroad that people from other countries want you to at least try. But then when you get there and you do try, you get laughed at, so that was really discouraging. But they don’t understand that where I’m from, when you laugh at someone, it’s rude and it can, for lack of a better way to put it, hurt their feelings. (Sasha)

Eduardo expressed a similar situation, but was able to laugh at his inability to communicate with others. By finding humor in the situation, he was already beginning to find ways to manage and control his emotions:

There are definitely times when you feel helpless because, what can you do? This person doesn't speak your language, you don’t speak their language and you can’t hand sign “there’s a problem with my PIN number and I can’t use my credit card”. I don’t where you would begin. The other funny thing is that people criticize ugly Americans about talking slower and just louder and thinking people understand. It was funny being on the other side of it; like somebody is speaking to you slower and louder and thinking that you’re going to understand and you just don't. (Eduardo)
Some students described how being placed in situations without access to help or support from family or friends, increased their ability to handle things in a calm manner:

I mean people helped me, but at the same time it was just myself that I could rely on and get things to happen. It wasn’t like I could call my father and have him come pick me up or anything like that. It was like “I got myself into Croatia; I have to get myself out”. So I think that what was re-affirmed was a level head, even-keeled, don’t get too high, don’t get too low sort of thing, which was nice to know. I know people that would’ve gone to the train station and it would’ve been boarded up and they just would’ve broken down. Instead, I looked for the next option, and the next option, and the next option. (Eduardo)

In the end, Nikki expressed that even though some of the experiences were negative, traveling abroad had a positive impact on her ability to manage stress:

It has taught me to just be okay with doing things, to not complain so much, to not find the fault in things. I think the study abroad experience has made me a more easy going person overall (Nikki)

Adaptability Composite Scale

The adaptability composite scale, comprised of the subscales reality testing, flexibility, and problem solving, is related to how well one solves problems and adapts to change (Bar-On, 2006). During their study abroad experience, most students reported that they were presented with new situations that challenged them to think in different ways. Most students learned to remain flexible and adapt or adjust their thoughts and feelings to the new situations:

I think being in Turkey for two weeks had the biggest impact on me. It started the first couple of days we stayed in this little village, it was on a mountainside, and it was really remote. We had to walk up a dirt road a couple of miles to get there. The bathrooms weren’t really developed. The cabins that we stayed in were kind of gross. There were lots of bugs and dirt everywhere. I went into it thinking “Oh, here we go, I have to deal with this”.

I knew I was only there for a couple of nights so I knew it would end soon, but by the second night I actually went hiking through the mountains that were around the area and I just found a trail with some friends. We went there and it took us to like this cliff, and so we just sat on the cliff and we could see the village from where we were, and in that moment we realized it was a blessing to be there. It was so beautiful. We were away from the city life, which I had never really been away from before so in that moment I realized I had to take everything more openly and to be okay to try new things and be adventurous. (Nikki)
Sasha expressed how being one of the only people of color in her program presented issues related to race and ethnicity, not only from members of the host culture but also from other students. She conveyed how important it was to remain flexible and think about situations from an external point of view:

As far as race goes, tolerance came from all over the place. It came from the people in my program when I was told that I looked ethnic, and even from people that were from Spain that had perceptions of me as actually having to be from Africa and if I wasn’t from Africa they didn’t understand why I was black, they just didn’t get it. It was just so different and you have to just soak it all in and realize that it’s not personal. It’s not about you as an individual, it’s about cultural differences and how you have to tolerate that even if you don’t agree with it or think that it’s right (Sasha).

Some students indicated that living in another culture provided an opportunity to utilize different problem-solving techniques.

It gave me some more perspective on different solutions to the same problem. It also made me more open to other cultures because even though it might seem weird to you on the outside, in reality every culture has its own little weird things that seem weird to other people. So just because like “oh why would you do that, makes no sense to me”, or “I really hate that” would’ve been me before the study abroad. Now I would be like “well, okay”. Every country seems to do things a little bit differently and I think they’re all right to a degree. There are different values that get put into the system when you’re trying to determine what’s most important and what you prioritize over other things. I think I want to stay here [America], but I don’t want to forget the fact that just because it’s different doesn’t mean it’s wrong. (Erik)

Catherine shared a similar experience and felt more confident in her ability to solve problems:

One night I actually ended up in the hospital because I have a food allergy and I had an allergic reaction so I had to go to the hospital. I’ve never been to the hospital by myself before and it was very different in Australia, the system, and I didn’t really know how my international insurance card worked so that was a really interesting experience to figure out but I did it all by myself and I got it all figured out and obviously I was okay so that was really a good thing for me I think. It gave me a lot of confidence and when I move away from here I will still be able to handle myself and figure out how to solve problems without the help of my friends and my family. (Catherine)

Ultimately, living and studying in a different culture provided an opportunity for
students to question their current reality and ponder if they should adjust their perspectives to meet their new reality:

It made me look at the things we find important and wonder why are those things important. (Sasha)

*General Mood Composite Scale*

Self-motivation is the focus of the general mood composite scale, which is comprised of the subscales optimism and happiness (Bar-On, 2006). Those who score high on the general mood composite scale have a positive outlook and tend to feel content with themselves, others, and life in general. Some students indicated that having the opportunity to study abroad helped them to gain better perspective related to their own hardships:

I think I have a lot more perspective now. I look at the things that I saw while I was abroad, especially in Morocco. I’m like “that is not fair”. It’s not fair that these people don’t have clean water, it’s not fair that this thing or another happens. At least I can see now that fair just doesn’t exist, and obviously how incredibly blessed I am. As many things that have happened in my life that I feel like I just don’t understand, I still have bounds and leaps more than the majority of people in this world. Like I’m not at the top, but I’m not at the bottom either. (Sasha)

Most students articulated strong positive feelings about their life after study abroad because of their experiences during their study abroad program:

I guess what I’ve been learning about myself this whole time is that I’m going to be okay. I’m in charge of my own happiness. I can make my path whatever path I want to make it. (Eduardo)

Nikki expressed similar sentiments related to her outlook about her time abroad:

I would say that there were lots of ups and downs, but overall I learned a lot from both the good things and the bad things that happened (Nikki).

Catherine was able to articulate how one of the most important lessons she learned while participating in a study abroad program was to be more positive with life in general:

I learned that you can be happy in any situation that you’re put in if you just choose to be happy and really look at it in a positive light (Catherine).
Summary

This chapter reported the findings of the quantitative and qualitative research conducted from January 2014 through July 2014. The instrument used for the quantitative phase of the research was the Emotional Quotient Inventory (EQ-i²). The researcher reported demographic data, descriptive statistics for the pre-test and post-test, and higher education norms for the EQ-i². To answer research question one, a paired t-test was used to compare the mean pre-test and post-test scores of the participants for total EI, each composite scale, and all subscales. All tests were conducted with a significance level of p<.05. The researcher used Bar-On’s five composite scales (intrapersonal, interpersonal, stress management, adaptability, and general mood) as themes to help answer research question two.

On the pre-test, study participants scored higher than average on total EI, three out of five composite scales, and nine out of 15 subscales. On the post-test, study participants scored higher than average on total EI, each of the composite scales, and 13 out of 15 subscales. An examination of the mean scores of participants before and after their study abroad experience indicated that across the sample, five of the pre-test and post-test mean differences were statistically significant (p<.05). Specifically, total EI, the self-perception and self-expression composite scales, and the self-regard and flexibility subscales yielded positive differences that were found to be statistically significant. The results suggest that study abroad did have an impact on some aspects of the emotional-social intelligence of the study participants.

Research question two sought to examine how college students view their long-term study abroad experience. Five students participated in the interview portion of the research. Study participants reported their experiences across all five themes. However, while coding the interviews the researcher found most student comments were related to
the intrapersonal and interpersonal composite scales. Students reported that most of their experiences were related to developing a more accurate understanding of and acceptance of self, as well as becoming more self-reliant. In addition, students reported an increased desire to understand others. This included an appreciation for other people and other cultures. Most students did describe new situations that prompted them to reflect on and adjust their thinking and feelings. They were also challenged to learn new ways to effectively manage and control their emotions. However, the study participants talked about those instances to a lesser degree than their intrapersonal and interpersonal experiences.
CHAPTER 5

SUMMARY AND CONCLUSIONS

In this chapter, the researcher presents a discussion of the findings of this study, recommendations for future research, and conclusions for the reader's consideration. This study examined the impact of long-term study abroad on emotional-social intelligence, and sought to determine if there were significant differences in the emotional intelligence scores of college students prior to and after their participation in a long-term study abroad program. In addition, the researcher sought to gain an understanding of how college students view their long-term study abroad experience. The mixed-methods research design allowed for the collection of quantitative data via the Emotional Quotient Inventory (EQ-i².0) and the collection of qualitative data by interviewing study abroad participants.

Discussion

Research Question One

As stated in Chapter Two, “the person who truly crosses over into another culture comes back a different person and looks at the world with different eyes” (Kauffmann, Martin, & Weaver, 1992, p. 142). Research shows that participation in a study abroad program leads to changes in intrapersonal development, interpersonal relationships, and global mindedness (Bates, 1997; Kauffmann et al., 1992). The findings of this study attempt to describe the impact of study abroad on emotional-social intelligence as evidenced by intrapersonal and interpersonal development, a student's ability to adapt to different situations and manage stress, and a student’s general outlook on life.

It should be noted that due to a variety of conditions beyond the researcher's control, the sample of students from whom data were collected was quite small. The "power" of the statistical sampling and the results were very susceptible to error. For example, the small number of students, 18 out of 165, may represent a very skewed sample. At the same time,
they could all be quite representative of the population. Further, the limitations of dissertation based research present time constraints and limitations outside of the researcher’s control. For example, the need to contact students through the study abroad director was a significant limitation. Similar limitations or delimitations confined the study to a small group of students so any generalizations are very limited at best.

The researcher reported descriptive statistics for the pre-test and post-test and used a paired t-test to compare the mean pre-test and post-test scores of the participants. As compared to the higher education normative sample (Table 10), participants in this study scored slightly above average on the post-test on total EI, all five composite scales, and 13 out of 15 subscales. Study participants scored lower than average on the emotional expression and impulse control subscales. According to the EQ-i².0 Users Handbook (Multi-Health Systems, 2011), the higher education sample average total EI is expected to be 99 with a standard deviation of 14.5. It should be noted that a 2000 study by Dawda and Hart (2000) and research during the development of the EQ-i².0 using a higher education normative sample (Multi-Health Systems, 2011) found that U.S. undergraduates scored lower than the North American normative sample on both the EI total score and some composite scales. Cavins (2005) found that student leaders in his study scored higher than the higher education normative sample on total EI and several composite scales. More research related to emotional-social intelligence and college students is needed to determine if there are specific groups of students who score higher than their peers.

According to Bar-On (2006), “emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how well we understand and express ourselves, understand others and relate with them, and cope with daily demands, challenges and pressures” (p. 14). There are a number of intrapersonal and interpersonal competencies and skills that comprise emotional-social intelligence.
intelligence. A rating on each of these competencies and skills help to generate a total EI score and scores on each of the composite scales and subscales.

After taking a pre-test prior to their study abroad experience and a post-test after study abroad, study participants showed a gain in their mean total EI score that was found to be statistically significant. The study abroad experience seemed to have an influence on the study participants’ self-awareness, their ability to understand their emotions, and their ability to be self-reliant. The mean differences for the self-perception and self-expression composite scales, and the self-regard and flexibility subscales were also found to be statistically significant.

The mean difference of the pre-test and post-test scores of the interpersonal composite scale and the interpersonal relationships, empathy, and social responsibility subscales were not found to be statistically significant. This finding is somewhat disconcerting considering the research that indicates that study abroad students became more concerned about the welfare of others (Kuh & Kauffman, 1985). However, as the researcher mentioned in Chapter One, this calls for more research in the area of study abroad and interpersonal development.

Research Question Two

Research shows that study abroad and student development are linked. Barbour (2006) believes that participation “should deepen students’ moral sensibility, elicit their compassion, arouse their sense of injustice, and sharpen their understanding of world problems” (p. B24). Prior research suggests that participation in a study abroad program has a positive impact on student learning and development. Research question two sought to gain an understanding of how college students view their long-term study abroad experience. The researcher used Bar-On’s five composite scales (intraperisonal, interpersonal, stress management, adaptability, and general mood) as themes to help bring
context to the study participants’ stories. These composite scales are closely related to student development theory in that there is a major focus on the role that intrapersonal self-awareness and interpersonal relationships play in a person’s life.

The intrapersonal composite scale is related to self-awareness and self-expression and is comprised of the subscales self-regard, emotional self-awareness, assertiveness, independence, and self-actualization (Bar-On, 2006). Most of the statements made by study participants during the interviews were directly related to gains made on the intrapersonal composite scale. Specifically, students talked about reflecting on and adjusting previous held beliefs about self. It seems that the study abroad experience provided an opportunity for students to develop a more accurate perception and understanding of self. In doing so, students were able to begin shifting towards a belief that they were more capable than they once thought. Many students mentioned becoming more self-reliant and independent while abroad. Students expressed that they would normally depend on family or friends for help during difficult times. However, language barriers and not having family or friends close by necessitated that they become more assertive and self-confident. All of these statements indicate growth in intrapersonal development.

The interpersonal composite scale is related to social awareness and interaction with others and is comprised of the subscales empathy, social responsibility, and interpersonal relationships (Bar-On, 2006). Experiences on this composite scale were mentioned almost as frequently as experiences related to the intrapersonal composite scale. Students reported being open to learning about others and having deeper and more meaningful conversations. As a result, many study participants indicated that they were beginning to shift their thoughts outward and were more open to understanding how others think and feel. This shift shows growth on the interpersonal composite scale. Most students reported an increased understanding of their host culture and a willingness to be open to other
perspectives and cultural differences. According to Kitsantas, “study abroad programs significantly contribute to the preparation of students to function in a multicultural world and promote international understanding” (2004, p. 443).

Emotional management and control are competencies and skills within the stress management composite scale, which is comprised of the subscales stress tolerance and impulse control (Bar-On, 2006). Some students expressed that they encountered negative situations that made them feel vulnerable. However, during the course of their stay most students were able to find ways to constructively manage their emotions.

The adaptability composite scale, comprised of the subscales reality testing, flexibility, and problem solving, is related to how well one solves problems and adapts to change (Bar-On, 2006). Most students reported that during their study abroad experience they learned to remain flexible and adjust their thoughts and feelings based on new information. In addition, students began to question whether different was always equated with wrong.

Self-motivation is the focus of the general mood composite scale, which is comprised of the subscales optimism and happiness (Bar-On, 2006). Those who score high on the general mood composite scale have a positive outlook and tend to feel content with themselves, others, and life in general. Most students focused on their intrapersonal and interpersonal development. Few talked about how the experience would impact their happiness moving forward. Most indicated that the lessons they learned would be helpful to them both personally and professionally. Overall, students indicated that their study abroad experience was a positive one that helped them gain a better understanding of self and others.

Colleges, universities, and students have long claimed that participation in a study abroad program has the potential to lead to a profound life changing experience (Doyle,
2009). However, few studies have quantified what gains are being made in personal growth and interpersonal development. This study was an effort to explore results in this area.

As previously noted in Table 11, the self-perception and self-expression composite scales, and the self-regard subscale yielded positive differences that were found to be statistically significant. These composite scales and subscales on the EQ-i 2.0 are part of Bar-On’s intrapersonal composite scale. Therefore, it is not surprising that during their interviews students provided the most information about this area. As indicated by the statements in Chapter Four, students expressed an increased understanding of self, a deeper awareness of personal emotions, and a feeling that participation in a study abroad program increased their self-reliance. The quantitative data seems to support the study participants’ statements.

It is also important to mention the mean difference scores that were not statistically significant. Of the eight composite scales and subscales that comprise self-perception and self-expression, only three were found to be statistically significant pre- to post-test. These three were self-perception, self-expression, and self-regard. This finding is despite the fact that all of the study participants talked extensively about their increased self-awareness. Although the mean difference scores were not statistically significant, the mean post-test scores of the study participants were above average. These above average scores on the self-perception and self-expression composite scales and subscales may provide some context related to the study participants’ focus on intrapersonal development. Specifically, prior to study abroad these students may have had well-developed emotional capacity as it relates to an understanding of self.

As previously noted in Table 11, the mean difference between the flexibility pre-test and post-test was statistically significant. Based on study participants’ responses and the quantitative data, it appears that most students learned to adjust their thoughts and
feelings to new situations. Specifically, students reported increased tolerance to cultural differences and an ability to be open to different ways to solve problems.

The students interviewed by the researcher, regardless of their test scores, indicated that the study abroad experience was positive. Some expressed that it was life changing. Research from several studies seems to indicate that higher scores on some emotional intelligence subscales are closely correlated with higher GPAs, student persistence, and higher measures on leadership practices (Mann & Kanoy, 2010; Parker, et al., 2005; Shulman, 1995; Sparkman, Maulding, & Roberts, 2012; Stang, 2009). However, this researcher found nothing to indicate that students with higher scores on the EQ-i2.0 pre-test had more profound study abroad experiences than students with lower scores.

Recommendations

Study abroad programs have become an increasingly important part of the educational experience for undergraduate students. The lessons learned from this study can provide opportunities for future research. There were various limitations related to this study, which creates limited generalizability. The study participants were all from the same public research university. In addition, the completion rate for the quantitative research was small. However, the researcher attempted to mitigate the low completion rate by conducting interviews.

The first recommendation for future studies of this type would be to use a much larger sample of students. Had all the students who were on a study abroad trip in the semester in which the study was completed been willing to participate, the responses would have been much more impressive. In addition, if the study had followed several groups of students across several semesters, the sample would have been even more reliable. Another consideration might have been the addition of a control group, which could provide information useful for comparison. Although the interviews provided much needed
information to support the quantitative data, it is remains unknown whether the gains in emotional-social intelligence were directly related to study abroad, exposure to the pre-test, or maturation. As it was, the research was limited to a single semester and to those students who were willing to engage in all aspects of the study pre and post testing and an interview.

The study participants were only those students who participated in a long-term study abroad experience. Proponents of longer programs believe that long-term immersion in the culture allows student to form lasting friendships with residents and develop cross-cultural skills. It is their belief that short-term study abroad does not provide the same benefit (Spencer & Tuma, 2002). However, little research has been conducted about how short-term programs impact intrapersonal developed. As more students begin to participate in short-term study abroad programs, a comparison of intrapersonal development related to participation in a long-term versus a short-term program may be useful.

It was of particular interest to the researcher that three students who were interviewed showed increased or stable total EI and composite scale scores after study abroad. Of those three students only one had a composite scale score that remained stable. All other scores increased. Two students had total EI and composite scale scores that decreased after study abroad. Specifically, one student had a composite scale score that increased. All other scores decreased. Table 12 provides interview participants’ pre-test and post-test scores.

Although many factors could have impacted the decreased scores, it should be noted that the two students with decreased scores participated in a study abroad program at a satellite campus. The three students with increased scores were in immersion programs. Immersion programs may provide more opportunities for prolonged interaction with local
citizens, and therefore more interpersonal growth and development. Research into full-immersion programs and programs at satellite campuses could be helpful to faculty and staff as they design programs, and to students and family members as they decide which program to attend.

McKeown (2009) found that students who had previously traveled abroad started their study abroad experience at a higher level of intellectual development than those students who had no international experience. Research into whether previous study abroad experience impacts growth and personal development during later experiences could be helpful in preparing students to study abroad.

During her interview, Sasha mentioned that being a female student of color was challenging. Several other students who were interviewed talked about how it could be challenging for a student of color while studying abroad, particularly in a European location. It may be helpful to conduct research related to the personal growth and development of students of color who study abroad.

In an effort to remain financially competitive with other university programs, “international educators have become increasingly aware of the need to identify and measure the learning outcomes of students participating in study abroad programs” (Vande Berg, 2001, p. 31). Further research in the areas mentioned above may be helpful for program administrators who wish to gain support for study abroad programs. In addition, research into these areas could serve to provide a more meaningful experience for those students who choose to study abroad.

Conclusions

As previously mentioned, colleges, universities, and students have long claimed that participation in a study abroad program has the potential to lead to a profound life changing experience (Doyle, 2009). According to Juhasz and Walker (1987), students who
study abroad experience “increased self-understanding, objectivity, and a more realistic evaluation of one’s own capabilities and behaviors” (p. 18). The results of this study suggest that study abroad did have an impact on some aspects of the emotional-social intelligence of the study participants. Specifically, students saw gains in total EI, self-perception, self-expression, self-regard, and flexibility.

As discussed in Chapter Three, Chickering and Reisser's (1993) theory of identity development can provide some context for understanding emotional-social intelligence. The theory outlines seven stages, referred to as vectors, which are important to identity development. Managing emotions, which deals with controlling emotions in an appropriate manner, can be seen as directly related to the stress management composite scale. Moving through autonomy toward interdependence and establishing identity, have many of the same skills required of someone with high scores on the intrapersonal composite scale. High scores on the interpersonal composite scale are directly related to an ability to develop mature interpersonal relationships. Although gains in emotional-social intelligence provide insight into student growth, student affairs professionals find information directly related to student development theory of particular importance when working with students.

There are several types of stakeholders who may benefit from this research. Study abroad practitioners may find this research helpful as they develop pre-departure and re-entry programs for students. Special attention should be paid to crafting reflective exercises that help students focus on developing intrapersonal as well as interpersonal skills. When student’s assumptions are challenged prior to their student abroad experience, they may be more open to changing their thinking to meet the new situation. Otherwise, students may disregard the new information because it is too difficult to integrate into their current framework. Students should be encouraged to blog, journal, and reflect with classmates before, during, and after their study abroad experience.
Students who wish to study abroad may also be interested in this research. Study abroad is a relatively expensive venture. It is important for students and family members to put thought into what students intend to gain from the experience and what can be done prior to departure and while abroad to ensure that expectations are being met.

Finally, higher education administrators may find this research helpful as it provides quantitative data to support the qualitative data that is currently available. Specifically, administrators can more easily gain financial support for study abroad programs when they are able to quantify the impact of said programs.

In summary, it is the work of colleges and universities to prepare students to be successful in an expanding global workforce. Those workers who have a deeper understanding of cultural differences are more likely to be successful at home and abroad. Study abroad programs present an opportunity for students to immerse themselves in another culture in order to gain skills that help with their understanding of and interaction with their international peers. Along with enhanced language skills, intrapersonal self-awareness and interpersonal growth are important factors in developing meaningful working relationships with others. As study abroad programs continue to grow, we must use research to determine if students are achieving the learning outcomes associated with these programs. This study provides an opportunity to continue the conversation about the effectiveness of study abroad as it relates to personal growth and development.
APPENDIX A

EQ-i².0 APPROVAL

Simmons, Angela

From: Shawna Ortiz <shawna.ortiz@MHS.com>
Sent: Wednesday, September 04, 2013 11:46 AM
To: Simmons, Angela
Subject: Student Research Discount with MHS Products

Hello Angela Simmons

Congratulations! You have been approved for a Student Research Discount on the EQ-i 2.0 for your study entitled ‘THE IMPACT OF LONG-TERM AND SHORT-TERM STUDY ABROAD ON THE DEVELOPMENT OF EMOTIONAL-SOCIAL INTELLIGENCE IN UNDERGRADUATES’.

This discount grants you 30% off of related product orders over $50 (before shipping) as well as access to scored datasets for a fee of $56 per administration online. Please call client services at 1.800.456.3003 using the following customer number to place your order: 190769.

Conditions
1) Your discount expires one year from today. If you require a discount beyond the expiry date please re-apply at that point.
2) Please bear in mind that scored datasets are to be used for the collection of data only and cannot be used to provide feedback to respondents. If you are intending to provide feedback please ensure that you order one of our available resorts. Your 30% discount will apply to the report cost.
3) Your research is important to us, as agreed upon in your application please remember to send a report of your results to: researchsummaries@mhs.com following the completion of your study.

Administration Instructions
I will send you instructions via email on how to access the online administration and scoring service.

You will be contacted by our Legal Affairs department with regards to permission to cite no more than six items or 20% of the assessment in your dissertation/thesis/report, and with regards to obtaining a sample copy of the EQ-i 2.0.

Thank you, and good luck with your research,

Shawna Ortiz, Customer Service Representative
MULTI-HEALTH SYSTEMS INC. (MHS)
In Canada: 1-800-268-6011 Address: 3770 Victoria Park Ave. Toronto, Ont. M2H 3M6
In U.S.: 1-800-456-3003 Address: P.O. Box 950 North Tonawanda, NY 14120-0950
International: 416-492-2677
Fax: 416-492-3143 Toll Free in Canada & U.S.: 1-888-540-4484
Website: www.mhs.com

Please send all US deliveries to: 60 Industrial Parkway, Suite 706, Cheektowaga, NY, 14227 or our Canadian address.
January 6, 2014

Angela Simmons

Ms. Simmons:

I am writing to express my support for your research study, "THE IMPACT OF LONG-TERM STUDY ABROAD ON THE DEVELOPMENT OF EMOTIONAL-SOCIAL INTELLIGENCE IN UNDERGRADUATES". The Education Abroad Office at Virginia Tech is very supportive of research efforts dedicated to understanding and improving the experience of students who study abroad.

To that end, the Virginia Tech Study Abroad Office, headed by Jennifer Quijano Sax, will send an email to Spring 2014 VT study abroad students encouraging them to participate in your study. No identifiable student information will be provided to you unless the student contacts you directly.

We look forward to learning the results of your research.

Sincerely,

Jennifer Quijano Sax
Director, Education Abroad
Virginia Tech
APPENDIX C

FSU HUMAN SUBJECTS APPROVAL

Office of the Vice President for Research
Human Subjects Committee
Tallahassee, Florida 32306-2742
(850) 644-8673 · FAX (850) 644-4392

APPROVAL MEMORANDUM

Date: 01/09/2014
To: Angela Simmons
Address:

Dept.: EDUCATIONAL LEADERSHIP

From: Thomas L. Jacobson, Chair

Re: Use of Human Subjects in Research
THE IMPACT OF LONG-TERM STUDY ABROAD ON THE DEVELOPMENT OF EMOTIONAL-SOCIAL INTELLIGENCE IN UNDERGRADUATES

The application that you submitted to this office in regard to the use of human subjects in the proposal referenced above have been reviewed by the Secretary, the Chair, and two members of the Human Subjects Committee. Your project is determined to be Expedited per 45 CFR § 46.110(b)(7) and has been approved by an expedited review process.

The Human Subjects Committee has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval does not replace any departmental or other approvals, which may be required.

If you submitted a proposed consent form with your application, the approved stamped consent form is attached to this approval notice. Only the stamped version of the consent form may be used in recruiting research subjects.

If the project has not been completed by 01/08/2015, you must request a renewal of approval for continuation of the project. As a courtesy, a renewal notice will be sent to you prior to your expiration date; however, it is your responsibility as the Principal Investigator to timely request renewal of your approval from the Committee.

You are advised that any change in protocol for this project must be reviewed and approved by the Committee prior to implementation of the proposed change in the protocol. A protocol change/amendment form is required to be submitted for approval by the Committee. In addition, federal regulations require that the Principal Investigator promptly report, in writing any unanticipated problems or adverse events involving risks to research subjects or others.

By copy of this memorandum, the chairman of your department and/or your major professor is reminded that he/she is responsible for being informed concerning research projects involving human subjects in the department, and should review protocols as often as needed to insure that the project is being conducted in compliance with our institution and with DHHS regulations.

This institution has an Assurance on file with the Office for Human Research Protection. The Assurance Number is IRB00000446.

Cc: Robert Schwartz <rj-schwartz@fsu.edu>, Advisor
HSC No. 2013.11440
APPENDIX D

FSU HUMAN SUBJECTS APPROVAL – CHANGE IN RESEARCH PROTOCOL

Office of the Vice President For Research
Human Subjects Committee
P.O. Box 3062742
Tallahassee, Florida 32306-2742
(850) 644-8673 - FAX (850) 644-4392

APPROVAL MEMORANDUM (for change in research protocol)

Date: 05/21/2014
To: Angela Simmons
Address:

Dept: EDUCATIONAL LEADERSHIP
From: Thomas L. Jacobson, Chair

Re: Use of Human subjects in Research
Project entitled: THE IMPACT OF LONG-TERM STUDY ABROAD ON THE DEVELOPMENT OF EMOTIONAL-SOCIAL INTELLIGENCE IN UNDERGRADUATES

The application that you submitted to this office in regard to the requested change/amendment to your research protocol for the above-referenced project has been reviewed and approved.

Please be reminded that if the project has not been completed by 05/31/2015, you must request renewal approval for continuation of the project.

By copy of this memorandum, the chairman of your department and/or your major professor is reminded that he/she is responsible for being informed concerning research projects involving human subjects in the department, and should review protocols as often as needed to insure that the project is being conducted in compliance with our institution and with DHHS regulations.

This institution has an Assurance on file with the Office for Human Research Protection. The Assurance Number is IRB00000446.

Cc: Robert Schwartz <raschwartz@fsu.edu>, Advisor
HSC NO. 2014.12070
APPENDIX E

INSTITUTIONAL REVIEW BOARD APPROVAL

MEMORANDUM

DATE: May 12, 2014
TO: Angela Simmons, Robert A. Schwartz
FROM: Virginia Tech Institutional Review Board (FWA00000572, expires April 25, 2018)

PROTOCOL TITLE: THE IMPACT OF LONG-TERM STUDY ABROAD ON THE DEVELOPMENT OF EMOTIONAL-SOCIAL INTELLIGENCE IN UNDERGRADUATES

IRB NUMBER: 13-839

Effective May 12, 2014, the Virginia Tech Institution Review Board (IRB) Chair, David M Moore, approved the Amendment request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report within 5 business days to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at:

http://www.irb.vt.edu/pages/responsibilities.htm

(Please review responsibilities before the commencement of your research.)

PROTOCOL INFORMATION:

Approved As: Expedited, under 45 CFR 46.110 category(ies) 6,7
Protocol Approval Date: October 23, 2013
Protocol Expiration Date: October 22, 2014
Continuing Review Due Date*: October 8, 2014

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals/work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.
Dear Study Abroad Participant,

Angela Simmons is a doctoral student in the Department of Educational Leadership and Policy Studies at Florida State University. This semester she is conducting a research study to examine the impact of study abroad participation on emotional intelligence. The outcome of this study may help to provide information that will benefit other students who plan to study abroad.

According to our records, you meet the criteria to participate in her study. If you are willing, you would be required to complete a 20 minute web-based questionnaire prior to your study abroad experience, and an additional 20 minute questionnaire upon your return. As a thank you for your participation, you will receive a $5 Amazon email gift card for completion of the first questionnaire and an additional $5 Amazon email gift card for completion of the second questionnaire.

If you are interested in participating, please contact Angela directly, via email at xxxxxxx@xxxxxxxxx. She will send you an email with instructions on how to access and complete the questionnaire. Angela will be happy to share your results with you upon conclusion of the study and your completion of both questionnaires.

Due to confidentiality reasons, no names have been given to Angela, so unless you contact her she will not know who you are.

Sincerely,
Jennifer Quijano Sax
Director, Education Abroad
APPENDIX G

PARTICIPANT PRE-TEST EMAIL

Participation Email Pre-test/Exploring the Impact of Study Abroad

Dear Student,

As a student about to study abroad, we are interested in your experience. I am conducting a research study to examine the impact of study abroad participation on emotional intelligence. I am a doctoral student under the direction of Professor Robert Schwartz in the Department of Educational Leadership and Policy Studies at Florida State University. I am requesting your participation, which will involve a web-based questionnaire that requires approximately 20 minutes to complete prior to your study abroad experience, and an additional 20 minutes to complete upon your return.

In order to access the EQ-in, click the link below and enter your unique ID. You must complete the questions in one sitting or the system will not save your answers and you will need to start over from the beginning. By completing the survey you are agreeing to participate in the study. I will be happy to share your results with you upon conclusion of the study and your completion of both questionnaires.

Survey Link: http://edu.surveygizmo.com/s3/1498589/
ID Number: XXXXXX

If you have any questions concerning this study, please contact me at (xxx) xxx-xxxx or xxxxxxx@xx.xxx.xxx or Dr. Schwartz at (850) 644-8169 or raschwartz@fsu.edu.

I hope you will give careful consideration to completing this survey. However, your participation in this study is entirely voluntary. It is important for you to know that you are free to withdraw from this study at any time without penalty. You are free not to answer any questions that you choose or respond to what is being asked of you without penalty; it will not affect your academic status or the services you receive from the University in any way.

The results of the study may be published, but only group responses will be reported. The Virginia Tech (VT) Institutional Review Board (IRB) may view the study’s data for auditing purposes. The IRB is responsible for the oversight of the protection of human subjects involved in research. Information obtained during the course of the study will remain confidential, to the extent allowed by law.

Should you have any questions about this study, you may contact one of the research investigators whose contact information is included at the beginning of this document. You should have any questions or concerns about the study’s conduct or your rights as a research subject, or need to report a research-related injury or event, you may contact the FSU IRB Chair, Thomas Jacobson at tjacobso@admin.fsu.edu or (850) 644-7900, or the VT IRB Chair, Dr. David M. Moore at moored@vt.edu or (540) 231-4991.
As a thank you for your participation, you will receive a $5 Amazon gift card for completion of the first questionnaire and an additional $5 Amazon gift card for completion of the second questionnaire. Your participation is appreciated. Thanks so much for your help!
APPENDIX H

DEMOGRAPHIC PROFILE SURVEY

The Impact of Study Abroad on Emotional Intelligence
Demographic Profile

Thank you for your participation in this study. In order to analyze the data on your survey, some information about your background will be helpful. Please check the box or supply the most accurate response for each of the following statements or questions. You will then be directed to the Emotional Intelligence (EQ-i) questionnaire.

1. Gender:
   - Female
   - Male

2. Current Class Level:
   - Freshman
   - Sophomore
   - Junior
   - Senior
   - Graduate Student
   - Other
   Please enter an 'other' value for this selection.

3. Major:

4. What is your ethnicity? (Please select all that apply.)
   - American Indian or Alaskan Native
   - Asian or Pacific Islander
   - Black or African American
   - Hispanic or Latino
   - White / Caucasian
   - Prefer not to answer
   - Other (please specify)
   Please enter an 'other' value for this selection.

5. Have you previously studied abroad?
   - Yes
   - No

6. Study abroad location:
   - Center for European Studies & Architecture (CESA) in Switzerland
   - Caribbean Center for Education & Research (CCER) in the Dominican Republic
   - Other (please specify)
   Please enter an 'other' value for this selection.
7. To be directed to the Emotional Intelligence (EQ-i) Questionnaire, please insert the unique ID Number assigned to you by the researcher:
APPENDIX I

PARTICIPANT POST-TEST AND INTERVIEW EMAIL

Participation Email Post-test/Exploring the Impact of Study Abroad

Dear Student,

Welcome back! Prior to your study abroad experience, you completed the EQ-i 2.0 to assist with a research study to examine the impact of study abroad participation on emotional intelligence. As you may recall, I am a graduate student under the direction of Professor Robert Schwartz in the Department of Educational Leadership and Policy Studies at Florida State University. I am again requesting your participation, which will involve retaking the EQ-i web-based questionnaire that requires approximately 20 minutes to complete.

In order to access the EQ-i, click the link below and enter your unique ID. You must complete the questions in one sitting or the system will not save your answers and you will need to start over from the beginning. By completing the survey you are agreeing to participate in the study. I will be happy to share your results with you upon conclusion of the study and your completion of both questionnaires.

Survey Link: http://s.mhs.com/???????
ID: XXXXXX

As a thank you for your participation, you will receive a $5 Amazon gift card for completion of the second questionnaire. I would also like to interview you about your study abroad experience. You will be asked to participate in one interview that will last 60 – 90 minutes and will take place on campus or via Skype. You will be paid an additional $10 for participating. If you would like to participate in the interview, please email me at ads6797@my.fsu.edu.

If you have any questions concerning this study, please contact me at (xxx) xxx-xxxx or xxxxxxx@xx.xxx.xxx or Dr. Schwartz at (850) 644-8169 or raschwartz@fsu.edu.

I hope you will give careful consideration to completing this survey. However, your participation in this study is entirely voluntary. It is important for you to know that you are free to withdraw from this study at any time without penalty. You are free not to answer any questions that you choose or respond to what is being asked of you without penalty; it will not affect your academic status or the services you receive from the University in any way.

The results of the study may be published, but only group responses will be reported. The Virginia Tech (VT) Institutional Review Board (IRB) may view the study’s data for auditing purposes. The IRB is responsible for the oversight of the protection of human subjects involved in research. Information obtained during the course of the study will remain confidential, to the extent allowed by law.
Should you have any questions about this study, you may contact one of the research investigators whose contact information is included at the beginning of this document. Should you have any questions or concerns about the study’s conduct or your rights as a research subject, or need to report a research-related injury or event, you may contact the FSU IRB Chair, Thomas Jacobson at tjacobso@admin.fsu.edu or (850) 644-7900, or the VT IRB Chair, Dr. David M. Moore at moored@vt.edu or (540) 231-4991.

Your participation in appreciated. Thanks so much for your help!
APPENDIX J

INFORMED CONSENT

Informed Consent/Participant Agreement

Project Title:
The Impact of Long-Term Study Abroad on Emotional-Social Intelligence

Investigator: Angela Simmons
Doctoral Candidate
Higher Education
Florida State University
Tallahassee, FL
xxx-xxx-xxxx
xxxxxxx@xx.xxx.xxx

Faculty Advisor: Robert Schwartz, Professor
Educational Leadership & Policy Studies
Florida State University
Tallahassee, FL
850-644-8169
raschwartz@fsu.edu

Purpose of the research:
This study was designed to examine the difference in the emotional intelligence scores of college students prior to and after their participation in a long-term study abroad program (as measured by the EQ-i2.0). In addition, the study seeks to understand how college students view their long-term study abroad experience?

Procedures:
You have identified yourself as someone who may be interested in participating in this study. If so, you will participate in one 60-90 minute interview that will take place on your campus or via Skype. You will be able to choose from several campus locations that are convenient for you. If you agree, your interview will be digitally recorded and transcribed so I am sure I accurately interpret your information.

Benefits and Risks:
As a participant, you may benefit only indirectly from this study. You may gain insight into your study abroad experience. No promise or guarantee of benefits has been made to encourage you to participate. The findings of this study will provide information to other researchers and college administrators about students who study abroad. This information may improve services provided to such students. You may contact the investigator at a later time for a summary of the research results. There are no known risks associated with this research.

Extent of Anonymity and Confidentiality:
To maintain anonymity, you will be identified by a pseudonym that you select. Your identity will not be divulged to anyone. At no time will I release the results of the study without your written consent to anyone other than individuals working on the project. Only I and my faculty advisor will have access to the data. All forms, printed transcripts and digital voice files (on a flash drive) will be locked in a file cabinet in my home. It is possible that the Institutional Review Board at Virginia Tech may view the data for auditing.
purposes. The IRB is responsible for the oversight of the protection of human subjects involved in research. The data will be destroyed one year after the study is completed.

Compensation:
You will receive $10 paid in cash at the end of the interview.

Freedom to Withdraw:
You are free to withdraw from this study at any time without penalty. You will be compensated if you participate in any portion of the interview. You are free not to answer any questions without penalty.

Subject’s Responsibilities:
I voluntarily agree to participate in this study. I have the following responsibilities:
  • To participate in one 60-90 minute interview
  • To review the transcript from my interview to ensure that it accurately reflects what I said during the interview.

Subject’s Permission
I have read the Informed Consent Form and the conditions of this study. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent:

___________________________________________   __________________
Participant’s Signature       Date

Should I have any pertinent questions about this research or its conduct, and research subjects’ rights, I may contact:
Angela Simmons
xxx·xxx·xxxx
xxxxxxx@xx.xxx.xxx

Dr. Robert Schwartz (faculty advisor)
850·644·8169
raschwartz@fsu.edu

Dr. Thomas Jacobson, FSU IRB Chair
850·644·7900
tjacobso@admin.fsu.edu

Dr. David Moore, VT IRB Chair
540·231·4991
moored@vt.edu
APPENDIX K

INTERVIEW PROTOCOL

Interview Protocol

ID Code: ______________________  Pseudonym: _____________________ Date/time:_______

Script:
Thank you for meeting with me today. As I explained in the email, the purpose of this study is to understand your long-term study abroad experience. This research is part of the requirements for my doctorate. I sent you the informed consent by email and we can review that and I will answer any questions you have. Once you sign the form we will begin the interview. [Review informed consent]

1. Please tell me a little about yourself?
2. If you were going to describe your study abroad experience to a friend or family member, what would you say?
3. What have been the most important things about this experience that you want to share with your friends and family?
4. What experience had the most impact on you personally, and why?
5. What was the most significant thing you learned about yourself through your study abroad experience? Why?
6. What are the lessons you learned that you never want to forget?
7. How do you think your study abroad experience will aid you in the future?
8. What was your social interaction like with others when you were abroad?
9. Who had the most significant impact on you while you were abroad? Why?
10. Share a challenging experience where you had to resolve a conflict or solve a problem. What did you learn about yourself through that experience?
11. Share an example of a time when you may have been in danger or afraid. What did you learn from it? Why?
12. How did learning about and living in a different culture change your perception of your host culture and the United States?

Script:
Thank you for participating in this study. As I explained at the start of the interview, I will send you a transcript of your interview and ask that you review it and send any changes back to me by email. Do you have any other questions related to this interview? Thank you for your time.
APPENDIX L

PARTICIPANT TRANSCRIPT CHECK

Participant Transcript Check Email

Dear ______________________,

Thank you for your recent participation in the interview related to your study abroad experience. Attached for your review is your interview transcript. Please check to be sure that the transcript accurately reflects your thoughts on the topic. If you have any additions, deletions, or clarifications, please make those on the attached transcript and send it back to me within the next 7 days. If I do not hear from you by then, I will assume that you have no changes to make and that the attached accurately represents your comments. If you have any questions, please feel free to contact me. Thank you for your assistance with my study.

Sincerely,

Angela Simmons
REFERENCES


Hudson, D. R. (2001). *Grade point average as a predictor of academic achievement for a credit abroad, language acquisition course*. Retrieved from ProQuest Digital Dissertations (AAT 3038684)


Yachimowicz, D.J. (1987). *The effect of study abroad during college on international understanding and attitudes toward the homeland and other cultures*. Retrieved from ProQuest Digital Dissertations (AAT 8729415)

BIOPGRAPHICAL SKETCH

ANGELA D. SIMMONS

Education
Doctor of Education, Higher Education
The Florida State University, December 2014

Master of Science, Counselor Education
Concentration in Student Development in Higher Education
Mississippi State University, May 1994

Bachelor of Science, Educational Psychology
Minor in Counselor Education
Mississippi State University, December 1992

Professional Experience
Assistant Vice President for Student Affairs
Virginia Polytechnic Institute and State University, Blacksburg, VA
July 2014 – Present

Director of Student Conduct
Virginia Polytechnic Institute and State University, Blacksburg, VA
August 2012 – July 2014

Director of the Center for Student Involvement & Leadership
Millersville University, Millersville, Pennsylvania
September 2004 – August 2012

Assistant Dean of Students and Director of Greek Life
The Florida State University, Tallahassee, Florida
September 2001 – September 2004

Assistant Director of Greek Life
The Florida State University, Tallahassee, Florida
May 1999 – September 2001

Assistant Director of Student Activities
University of West Georgia, Carrollton, Georgia
September 1994 - August 1997