

The Importance of Emotional Expression in College Learning : A Quantitative Assessment of Emotional Intelligence in First Year Students in a Korean University

Jared McKee* Silla University

Jiin Kang** Silla University

논문요약

감성지능(EQ)은 현대 심리학에서 매우 중요한 주제이다. 전문 분야와 학교에서 이루어진 기존 연구들은 모든 사람을 대상으로 하면서 학교생활에서 학생들의 전반적인 성공을 다루고 있다. 최근 직장과 대학 캠퍼스의 감성지능에 관한 여러 연구들은 감성지능이 한국 교육 연구에 있어 그만큼 중요한 관심사가 되고 있음을 입증한다. 본 연구는 한국에서의 교육 연구와 감성지능에 대한 새로운 통찰을 마련하기 위해 한국 대학교에서 100여명 대학생을 상대로 설문조사 및 데이터분석을 통해 연구하였다. 연구결과로 첫째, 남학생의 감성지능이 여학생보다 더 높았고, 둘째, 다른 초등 및 중학생을 대상으로 한 테스트와 비교해 볼 때, 101명의 대학생 1학년의 감성지능이 초등학생과 매우 유사한 수준으로 나타났다. 그러나 정서조절능력에서는 대학생 1학년이 더 높게 나타난 반면, 정서표현 측면에서는 더 낮은 수준을 보여주었다. 본 연구의 결론은 학생들을 격려, 지지하면서 그들의 긍정적이고 의미있는 경험을 할 수 있도록 하고 정서적 학습을 향상시키는 교육적 실천의 필요성을 보여 줌으로써 한국의 교육 현장에 중요한 영향을 끼친다.

주제어 : 한국대학교, 감성지능, 한국대학생, 심리학, 언어교육

* First author ** Corresponding author

I. Introduction

Emotional intelligence is an important part of everyday life. The term, *emotional intelligence* was first coined by Michael Beloch in 1964 (Cudmore n.d.), and it was made famous in Daniel Goleman's book of the same name in 1995. The concept is defined as the ability to "perceive, control, and evaluate emotions (Cherry 2019)." A nuanced version of this definition is found in Mayer and Salovey (1997):

Emotional intelligence involves the ability to perceive accurately, appraise and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth (Mayer & Salovey 1997, 5).

Emotional intelligence is a complex phenomenon, which requires careful consideration and usage. Although in the past, a person's Intelligence Quotient (IQ) was the most important factor in a person's success in the world, Emotional Intelligence (EQ) has become an essential aspect of positive wellbeing in the world. Companies are increasingly looking for individuals who have high EQ because they can relate well to others and make meaningful relationships, which is essential to job success.

Recently, emotional intelligence has become a popular contemporary topic in modern psychology as more mental health professionals seek to educate the public about the importance of EQ in daily life. As more individuals seek psychological care, it becomes more indispensable to focus on how to improve a

person's EQ. While traditionally IQ was thought to be static and unchanging, EQ has the capacity to develop and change during a person's life. Furthermore, it can be increased, leading to more success in everyday life.

Because emotional intelligence is an important topic around the world, a case study was completed in South Korea, a place where traditionally emotional regulation and "saving face" have been predominant in society. Because this topic has been explored in academic environments, such as colleges and universities, it was discovered that the issue needed to be addressed more deeply to discover more about emotional intelligence in young adults in South Korea. Furthermore, the need to explore the topic of emotional wellbeing in college students was examined. Because young adults are at an age of culmination in emotional development at the age of 18 or 19, it was necessary to observe how students had formed their emotional intelligence in their childhood and youth. Also, it was helpful to observe how students were feeling after they had graduated from high school and had taken the Korean college entrance examination and their emotional level at the beginning of their college career. Therefore, college freshmen from a variety of backgrounds were participants in this study. The research questions which guided this study were: what is the level of emotional intelligence in college freshmen on a university campus in Korea? How well do students perceive, regulate, and express their emotions? How do they show empathy to others? With this information, it would be possible to discover solutions that parents, and teachers can use to aid in the emotional education and well-being of young people in Korea.

II. Literature Review

With previous general studies on emotional intelligence, three major factors were found to influence a person's EQ: age, gender, and educational level (Mayer, Caruso, & Salovey 1999; Petrides and Furnham 2000; and Sjoberg 2001). Studies on gender and emotional intelligence have provided inconclusive results, however. While some studies have found gender-based discrepancies in emotional intelligence (Mayer, Caruso & Salovey 1999; Petrides and Furnham 2000; Golden and Dornheim 1998), others have concluded that there are no critical distinctions (Karau and Makhijani 1992; Cavallo and Brienza 2002). On the other hand, some studies have found a positive correlation in age of a person and emotional intelligence, suggesting that emotional intelligence increases as a person ages. Such results were found through the studies of Mayer, Caruso and Salovey 1999, McConatha, Lightner, and Deaner 1997.

In South Korea, there have been several recent studies on emotional intelligence, which are related to young adults, college students, and working professionals. In 2019, Lim conducted a study, which measured differences between empathic ability and emotional intelligence through college students' counseling course-taking experiences and majors. Within this study, 313 college students were examined and differences were noted in emotional intelligence and empathic ability based on major, gender, and counseling course-taking experience (Lim 2019). It was discovered that empathic ability was higher among females than in males and higher in the social sciences

than in science and technology fields. Emotional intelligence was found to be higher in students who had counseling education experience (Lim 2019, 130).

Another 2019 study described how emotional intelligence helped quality of life and adaptation to a major in healthcare-related students (Shin 2019). Participants included 201 healthcare related students in Busan. Results from this study showed how there is a significant difference in emotional intelligence, as shown by a student's major, level of academic achievement, and number of close friends (Shin 2019, 308). Factors contributing to a person's satisfaction in a major included emotional intelligence (Shin 2019).

In 2018, Won, Heo, and Choi investigated the demographic characteristics of emotional intelligence, social intelligence, and resilience among different nursing university students. Their study found that emotional intelligence had a "statistically significant positive correlation with social intelligence, resilience, and resilience control (Won, Heo, and Choi 2018)." The study examined motivation, grades, and major satisfaction. The sampling of students from the nursing program was analyzed with factors such as religion, part-time jobs, club activities, smoking and drinking. The results of the study suggest that a "life management strategy considering emotional intelligence and social intelligence" is required to improve the resilience of students to the stressors of life as a nursing university student (Won, Heo, and Choi 2018).

S. Ha (2017) conducted a study on the relationship between emotional intelligence and career preparation. The researcher found that emotional intelligence had a statistically important effect on career adaptation and social skills helped college

students to adapt to their careers.

Finally, T. Moon's 2010 study focused on how cultural differences in terms of collectivity and individualism influence a person's emotional intelligence. The study was conducted as a test for 80 participants from the United States and 80 participants from Korea. It was discovered that culture plays an important role in shaping the emotional intelligence of an individual.

Within all these studies, there is a lack of focus on the developmental side of emotional intelligence, which is the object of this study. The gap within the current research does not examine the transition between childhood and adolescence and how emotional learning takes place within a societal and academic context. Therefore, this 2019 case study delves into the emotional intelligence level of university students, who have become young adults following childhood and adolescence and explores the similarities and differences of the level of emotional maturity between childhood and young adulthood. The point of comparison is the 1996 study on emotional intelligence, which featured children as participants.

III. Method: One Quantitative Assessment

Having considered the current literature on emotional intelligence, it was found that a quantitative test could assess the emotional intelligence of students. In 1996, Seoul National University developed a test on emotional intelligence. The institute adopted Mayer and Salovey's (1990)'s theoretical conceptualization of emotional intelligence, which included three aspects to evaluate in a person's emotional

intelligence: emotional perception and expression, emotional regulation, and utilization (Moon 1996). The test development process was conducted over three phases and then standardized in October 1996. The test was piloted in primary and middle schools in Seoul and Gyeonggi-do region. The sample included 123 students in grades 4-6 and 100 students in grade 8. The number of male and female students was about the same. Table 1 reveals the results of the experiment and how the test evaluated the group of elementary and middle school students.

Table 1: Descriptive statistics of emotional intelligence subtests (Moon 1996)

Subtest	Mean	Lowest Score	Highest Score	Full Score
Emotional Perception (EP)	11.47	2.00	16.00	16
Emotional Express (EExp)	8.51	0.00	14.00	14
Empathy	8.05	0.00	14.00	14
Emotional Regulation (ER)	18.27	3.00	30.00	30
Emotional Utilization (EU)	5.48	0.00	10.00	10
Emotional Intelligence (EI)	51.80	19.00	81.00	84

1. Reliability of the Test

According to the 1996 study, the reliability of the test was tested to ensure accuracy and validity in the overall score. A test with a reliability coefficient above 0.80 could be considered reliable and highly effective in assessing the test-taker's ability to make decisions. This test was found to have a high reliability coefficient as seen in the following table with an Alpha coefficient of 0.8736

Table 2: Cronbach's alpha of EI subtests from the 1996 study (Moon 1996)

Subtests		Alpha
Emotional	Perception	0.7338
Emotional	Expression	0.6617
	Empathy	0.6964
Emotional	Regulation	0.8138
Emotional	Utilization	0.7558
Total Test		0.8736

Because this 1996 test was proven to be reliable twenty four years ago, it was deemed useful for this study with Korean university students. It could also potentially be utilized as a point of comparison with the emotional intelligence level of students, who were children in the previous generation of students. The instructor could see the points of similarity between this test and the current test and how it measured the level of emotional intelligence in children from the previous generation and the current generation in college. For this 2019 case study at a Korean university, the test from the 1996 study was adapted to suit university students. Therefore, many of the items were slightly changed from the original questions. For example, if the word “teacher” was used, the word “professor” was substituted. However, the wording from each question was similar to the 1996 test. The entire study was translated from English into Korean so that students could understand the questions fully without any hesitation.

This study used a quantitative test with 47 multiple choice questions based on five different areas of emotional intelligence, emotional perception, emotional expression, emotional regulation, empathy, and emotional utilization, measure the quantitative level of emotional intelligence of students. This was a limited

but insightful piece of information used to gauge the different aspects of emotional intelligence in university students. The simple emotional intelligence test was administered to freshmen students at a Korean university, who represented a wide variety of majors, including global tourism, computer education, aviation, social welfare, among others. 101 students participated. The profiles of participants included 56 male students and 45 female students. 41 students were 18 years old. 48 students were 19 years old. Five were 20 years old. And four more students were between the ages of 21 and 24 years old. Ninety-nine percent of the students were in their first year of studies. There was one outlier, a student in their third year. All participants were taking a course from the university English Program, a two-semester English speaking and listening class. They voluntarily participated in the test and gave consent to the researcher to complete the test. Participants came from the researcher's classes, as well as other classes from foreign professors at a Korean university. The results published would be anonymous, as the only identifying factors would be gender, major, age, and year of the student.

Students used a QR code to access the Google Form test. The test took about 5 minutes for students to complete and had 45 questions, which were based on a model from a test that had been developed previously in Korea.

The test had six distinct parts. The first part covered emotional perception in the individual (questions 1-5). The second part explained the students' emotional expression (questions 6-12). The third part included questions about emotional perception in other people (questions 13-15). The fourth part covered points about empathy in the students (questions 16-22). Part five tested the

students' emotional regulation (questions 23-37). Finally, the sixth part covered points of emotional utilization (questions 38-45).

2. EQ Assessment of Korean University Students

Emotional intelligence has five distinct parts that can be assessed, according to the framework established from Salovey and Mayer.

The first level of assessment is emotional perception. Within this category, the student is assessed based on how well they can recognize the emotions within themselves. For example, they could tell if they are sad, angry, or happy at a given time. In addition, they understand their emotions and how they present themselves in daily life. Within another part, the student is assessed on how they can perceive emotions in other people, including parents, friends, and people around them.

The second level of assessment is emotional expression. Within this level, students are evaluated based on how they express emotions to loved ones and others around them. They respond to questions that guide how they show their feelings with others, including friends in social situations.

The third question category is empathy. This level of the test shows how a student relates to the emotions of others, including sadness, anger, and happiness. Questions include topics such as feeling sad when a friend gets punished, experiencing negative emotion when hearing a child crying, and empathizing with the beggar on the street.

Within the fourth level of assessment, the level of emotional regulation is tested. This part explains how a student reacts to

situations and controls emotional reactions related to everyday life. Such questions include how a person controls their happiness and expresses it to others, what the person does about negative emotions such as sadness, anger, and anxiety, and how the person handles difficult and stressful situations.

The final category assesses a student's level of emotional utilization. Within this category, students respond to the question of how they react emotionally to various situations. For example, how would you respond to a friend being mean to you? Would you be mean to them or try to be nice to them? Another example is how a person would respond to a mother's scolding. Would the student be angry with her or feel glad that she is doing it?

3. The Test Scoring

Each part of the test was scored with three options, except in part 5, emotional utilization, which had two options. The first option scored 2 points, the second option 1 point, and the third 0 points. In the case of emotional regulation, the first option was scored with one point and the second option 0. There were 36 items in the first five sections of the test, so the maximum number of points was $(36 \times 2) = 72$. And in the sixth section of the test, there were 10 items, so the maximum score was $(10 \times 1) = 10$. Therefore, the highest possible score for the test was 82 points and the minimum score was zero. The metrics for the 2019 emotional intelligence test are defined in table 3.

Table 3: Metrics for the emotional intelligence test

Major	EP	EExp	Empathy	ER	EU	Overall
Total Possible Points	16	14	14	28	10	82
Overall Average Scores	912.6	3.81	9.56	118.9	6.80	51.78

Key: EP: Emotional Perception, EExp: Emotional Expression, ER: Emotional Regulation, EU: Emotional Regulation, and EU: Emotional Utilization.

The results of the emotional intelligence test and survey are summarized in table 4 here below with an overall interpretation of the figures.

4. Results

Table 4: Averages for the emotional intelligence test by major of first-year students at a Korean University

	Number Students	d	EP	EExp	Empathy	ER	EU	Mean
Aviation	26		12.93	3.86	9.07	18.90	6.54	51.29
Social Welfare	17		12.44	3.78	10.10	18.94	6.83	52.10
English Education	10		9.60	3.60	9.60	17.80	6.60	47.20
Global Tourism	11		13.00	5.10	8.91	19.10	7.18	53.30
Public Administration	14		12.90	3.00	9.20	18.70	7.40	51.20
Mathematics Education	5		10.80	2.80	8.20	12.40	6.60	40.80
Korean Education	2		13.50	6.00	11.00	16.50	6.50	53.50
Computer Education	14		13.93	2.00	10.57	20.21	6.50	52.93
Chemical Engineering	1	13	1	10	19	8	51	
Physical Therapy	1	10	0	7	13	6	36	
Overall	101		12.69	3.81	9.56	18.91	6.80	51.78

The overall results show that the average score for emotional perception was 12.69 out of 14. The average score of emotional expression was 3.81 out of 14. Empathy scores had an average of 9.56 out of 14. The students' score in emotional regulation had an average of 18.91 out of 28. Finally, the score for emotional utilization was 6.80 out of 10. This results in an average score of 51.78.

From these results, the majors with the highest level of emotional intelligence overall were Korean education (53.50). The major with the lowest level of emotional intelligence was physical therapy with a score of 36. For emotional perception, the lowest scorers were from English education with a score of 9.60. The highest scorers were from Computer Education with a score of 13.93. For emotional expression, the highest scorers were from Korean education with a score of 6.00

Table 5: Averages for the emotional Intelligence test by gender

Gender	Number of Students	EP	EExp	Empathy	ER	EU	Mean
Male	56	13.22	4.17	9.64	19.1 1	7.14	53.29
Female	45	12.16	3.49	9.65	18.9 9	6.47	50.76
Overall	101	12.69	3.81	9.56	18.9 1	6.80	51.78

Overall, they were slightly more expressive of their emotions than female students, although their level of empathy was about the same as female students. Additionally, their level of emotional regulation was about the same as female students. However, their emotional utilization was found to be higher

than their female counterparts. This difference leads male students to have an average of 53.29 and female students have an average of 50.76.

5. Analysis of the Results

The category with the lowest score among all majors is emotional expression with an average score of 3.81. This demonstrates that students are less likely to express their emotions. Comparatively with the elementary and middle school students who had been tested before, first-year university students were less likely to express their emotions than children. The children who were in the 1996 study scored an average of 8.51 for emotional expression, which clearly indicates that children are more likely to demonstrate how they are feeling through crying, laughing, tantrums, among other signs of expression. However, it is evident that many changes must have occurred between childhood, adolescence, and early adulthood leading students to suppress their emotions.

The highest score category was emotional regulation with an average score of 18.91 for all students in the sample. This score is similar to the score of the elementary and middle school students, who had taken the test in 1996. In that test, the students scored 18.27. It is evident that emotional regulation is taken seriously in a Korean context and thus, from an early age, students are taught how to control their emotions and exercise restraint. It slightly increases between childhood, adolescence, and early adulthood, however not by a large margin. Instead, it remains constant throughout.

One score that experienced an increase was emotional perception. From the 1996 study, there was an average score of 11.47. The 2019 test showed an increase to 12.69. As students became older, they would gain a greater emotional self-understanding, which would help them control and regulate their own emotions. However, there was not a significant increase between these two periods.

Another score with an increase was empathy, which is part of social skills that students develop over time. With increased experience, students gain more empathy for one another. This aspect can be explained by the score increase from an average of 8.05 in the 1996 study to 9.56 in the 2019 test of university students. With their experience, students would be able to feel more concerned about the feelings of others around them instead of their own feelings, which undoubtedly is part of the learning process in childhood.

The final score that experienced an increase was emotional utilization with 5.48 in the 1996 study and 6.80 in the 2019 test of university students. This score increase could be explained by the development of students' social skills from childhood to adolescence and into early adulthood.

The overall results were very similar with the level of emotional intelligence of elementary and middle school students and first-year university students. For elementary and middle school students in the 1996 Moon's study, students had an average score of 51.80. And for university students, the average score was 51.78. The score remained about the same with a slight decrease overall between the two age ranges.

The range of scores can be summarized in table 6, which indicates the highest and lowest scores on the test.

Table 6: Range of scores on the emotional intelligence test

Major	Highest Score	Lowest Score	Range
Aviation	69	37	32
Social Welfare	61	43	18
English Education	62	35	27
Global Tourism	78	41	37
Public Administration	63	41	22
Mathematics Education	52	34	18
Korean Education	54	53	1
Computer Education	62	37	25
Overall	78	34	44

The range of scores varied significantly from different majors. The highest score was found in the major with the highest level of emotional intelligence, global tourism. The highest score was 78 out of 82. In this major, there was also the most significant range of 37 points, with the lowest score in the major 41. The lowest score was found in mathematics education with 34 points. Overall, the range between highest and lowest score was 44 points.

IV. Discussion

While it is evident that this EQ test had certain limitations, it could lead to further study of emotional intelligence in students, using other methods, such as interviews, questionnaires, among other sources of data. However, the scope of this project is such that the sample of freshmen at a Korean university could represent the level of emotional intelligence of

a sampling of university students from a variety of majors. The study was, by no means, meant to represent the entire population of Korean university students, but rather a sample of different students within a university with mostly freshmen students. Instead, the sampling was meant to shed light on the emotional intelligence level of a specific group of students from a region of South Korea, which could lead to some potential points of interest in higher education. Differences between the 1996 study and the 2019 study also may have been evident, as well because the students were not the same in both studies. The age ranges were different.

From this small sample of university students in a specific location of Korea, it can be concluded that the level of emotional intelligence between childhood and adulthood is similar, as demonstrated in the scores that hardly changed of around 51.80. There were important differences in scores with varying aspects of emotional intelligence. First, with emotional perception, there was an increase from childhood with a score of 11.47 from the 1996 test and a score of 12.69 for the 2019 test. Secondly, there was a substantial decrease for the emotional expression score from 8.51 in the 1996 test to 3.81 in the 2019 test. The empathy score increased from 8.05 to 9.56. The level of emotional regulation increased slightly from 18.27 in 1996 to 18.91 in 2019. Finally, the emotional regulation score for the 1996 test was 5.48 and 6.80 for the 2019 test.

On different levels of emotional intelligence, there are important differences. For example, there is a substantial decrease in the level of emotional expression between childhood and early adulthood. Because university students had relatively low

emotional expression scores with the average of about 3.80, students would not express their emotions well to others. They tend to hide their emotions and will not show them in public. This is clearly an influence from the “saving face” mentality. As a result, many students will not show their true emotions in different settings. This aspect includes expressing affection for loved ones such as a brother or sister, for example. Emotional expression is clearly a thing to be repressed and not shown to others. This aspect confirms what many people already know about Korean culture. Between childhood and early adulthood, “saving face” continues to develop and remains an important part of a young person’s behavior in public. Furthermore, emotional regulation and repression are a part of society in that students will begin with high levels of expression in childhood, but that becomes much more controlled, as individuals become more absorbed into the collectivity of Korean society, which does not want to inconvenience others, express feelings contrary to the norms of the whole, and does not want to disturb the peace. Therefore, this statistic confirms a lot about Korean society in emotional control and regulation.

Students scored highest on the emotional regulation portion of the test with an average of 20.21 out of 28. Emotional regulation is a strength for many students at a Korean university. In South Korea, students are taught from an early age about emotional regulation and how to leverage positive emotions. They will likely want to look happy on the outside, while inside they are not feeling well. However, students are likely to have a great deal of empathy for their friends who are struggling and will literally absorb their negative emotions,

such as depression or anger, as can be seen in the questions on empathy. Students also will likely not want to disturb their friends when they are upset. Looking good in front of one's peers is also a big part of Korean culture. They do not want to disturb the peace. Whenever someone insults them in front of others, they are less likely to resist and show their negative side to the other person. This is particularly the case in multi-age friend groups, where respect is shown to the older brother or sister.

The difference of emotional intelligence between majors is significant, as certain students in varying majors may have a higher or lower degree of emotional intelligence. Because students were about the same age, their emotional intelligence was close to the same. However, there were variances that seem to be appropriate to the major of study, which may require higher intelligence. This aspect is shown in global tourism, which is a degree program that requires high social skills and interaction with others. Consequently, it would follow that students in this major would need to have a high degree of emotional intelligence. Conversely, students in mathematics education are less likely to demonstrate a high degree of emotional intelligence, given that mathematics education requires less interaction with others and is more academic in scope. These differences highlight how important emotional intelligence can be for developing skills needed for various jobs and occupations. They also show a certain correlation between emotional intelligence and a student's major based on this important data.

Differences between genders were surprising, as it was shown that on average males had a higher level of emotional intelligence

and emotional regulation than females. This finding is contrary to that of a previous study (Lim 2019), which had been published about gender differences in emotional intelligence, hence proving that the correlation between gender and emotional intelligence has not yet been determined.

V. Conclusion

To conclude, emotional intelligence can be measured by a test that has limitations but can reveal a lot about students and their ability to learn using the emotions. While no test can show exhaustive information about a person's ability to perceive, regulate, and manage emotions, an EQ test that has been tested and proven to show accurate results can shed light on the situation. With this given information, teachers can develop their pedagogy to suit the needs of students. Furthermore, they can include a positive and warm learning environment that addresses the needs of students. As teachers make conscious efforts to deal with the often-negative emotions that students are facing each day, they can show empathy and concern for their students and enable them to be able to be heard and respected. With the difficulties and challenges of everyday life, students are more stressed and exhausted than ever before. The need for emotional intelligence and education is important to the overall wellbeing of the next generation and will continue to be an issue to be addressed and studied further in a Korean context.

This study has a few implications for South Korea, a place

of mental health decline with the highest suicide rate of any OECD country with 25.6 people committing suicide per 100,000 people, according to an OECD report in 2016 (Goh 2019). Among young people, the cause of suicide ranges from poor grades in school to low admissions test scores to enter universities and includes aspects such as cyber bullying. Because of these factors, it is crucial to provide emotional education to those in need and to provide safe places for students to express their emotions. As Korean culture has made it impossible to express varying emotions apart from happiness and generally having a good exterior, many people are suffering in silence. They are unable to express their emotions or understand what they are feeling, because they have been repressed for such a long time. This quantitative test of emotional intelligence taken by Korean university students shows that there is very little change between childhood and adulthood. Thus, it is apparent that there needs to be more education in emotional expression in Korea. That starts with the ways of educating the first-year university students, who represent the end of childhood and beginning of early adulthood.

The implications for classrooms in Korea are important, because students need to have a safe space to express their emotions. Students need to be encouraged in the classroom and not criticized harshly or reprimanded. Instead, they must receive words of positive affirmation from teachers. Furthermore, teachers need to radiate a certain positivity that will allow students to learn more effectively. But that positivity also needs to have certain aspects of emotions that let students

know that it is okay to feel sad or depressed at times. However, teachers need to make it possible for their students to be heard when they have a question or concern.

Educators should make a safe space for emotional expression in the classroom by having regular feedback sessions after each class is an effective way to allow students to express their emotions. In addition, educators should find ways of counseling students whenever possible. Having more one- to-one interaction with students increases trust and helps students to know they are cared for and are respected within such exchanges. While students may not want to express their emotions toward their peers, they need to have a safe space with their educators, who can help them understand their emotions. Teachers who meet with students outside of class can counsel the students and give them support by asking the right kinds of questions. By giving students the chance to express their opinions and feelings, teachers can help students to get to a place of emotional maturity that will help them succeed. By providing them with support, they can be positive influences, who inspire and encourage students to be the best people they can be in society so they can achieve their goals and live fruitful and productive lives.

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* Jared McKee is an assistant professor at Silla University in Busan, South Korea. He explores the connections between emotional and social learning in the language learning process.

* Jiin Kang is a postgraduate student in Silla University, she is majored in Korean studies as a second language. Her research interest is Korean teaching, Multicultural studies.

<Abstract>

The Importance of Emotional Expression in College Learning : A Quantitative Assessment of Emotional Intelligence in First Year Students in a Korean University

Jared McKee · Jiin Kang
(Silla University)

Emotional intelligence (EQ) is a topic that has become important for modern psychology. Having been researched in professional and school environments, it is an issue that addresses the whole person and informs the overall success of people in school. The topic has become an important concern for Korean educational research, as evidenced by several recent studies on emotional intelligence in the workplace and on the university campus. To build on studies in this topic in educational research and provide a new insight on emotional intelligence in Korea, a study was conducted at a Korean university. In 2019, a simple quantitative test with sections based on five different aspects of emotional intelligence, emotional perception, emotional regulation, empathy, emotional expression, and emotional utilization, with 47 multiple choice questions was administered to 101 freshmen university students from a Korean university. The EQ test was based on a 1996 test first developed by Seoul National University for elementary and middle school students and was adapted for university students. The results of this simple quantitative test showed differences between gender and major among the various university students. Furthermore, the males were shown to have a higher level of emotional intelligence than females. Additionally, compared to the 1996 study that tested elementary and middle school students, freshmen university students from this sample of 101 were shown to have a very similar level of emotional intelligence to the elementary students who had been tested in 1996. However, they demonstrated a higher level of emotional regulation and a lower level of emotional expression. The findings of this test have important implications for the field of education in Korea, as they reveal a need to implement educational practices that will encourage and support students and enable them to have a positive and meaningful experience in school and boost their emotional learning.

Keywords : Korean University, Emotional Intelligence, Korean University students, Psychology, Language Teaching