A LONGITUDINAL ANALYSIS OF INTERNATIONAL HOSPITALITY STUDENTS’ EMOTIONAL AWARENESS SPANNING ACADEMIC AND INTERNSHIP SEMESTERS

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The Contribution

- Not well researched longitudinally
- Awareness of EI levels has benefits for students, teachers and future employees
- Added into the curriculum
- Become a part of teachers’ professional development
Aims & Objectives

◦ The aim of this research is to investigate emotional awareness among students of hospitality management university spanning academic and internship semesters.

To achieve these aims, the following objectives are considered:
◆ To measure the levels of emotional intelligence among students in an intense learning environment during a semester of study and again after completing internships.
◆ To investigate longitudinally, the development of emotional intelligence over academic and internship semesters.
◆ To analyse changes in emotional intelligence taking into account demographic variables such as age, gender and level of study.
Background Information

- Crucial for social life-experience (Gross, 2002)
- Profitable in learning and future career success (Min et al., 2011)
- “High intensity, with frequent interpersonal contact and great emotional demands”
  (Glomb et al., 2004 cited Min et al., 2011, p.16)
- Swiss hospitality university - more than 30 nationalities who undertake intensive semesters of study and semesters of internship
Key Literature

- **EI development and interpretations**: “the ability to recognize, understand and manage emotions both our own and others” (Salovey and Mayer, 1990 cited Arfara and Samanta, 2016, p. 168; Opengart, 2005, p. 56).

- **EI in learning environment**: EI levels are crucial (Goleman, 2000a; Goleman 2000b)
  - University stressors - teachers can help, teachers set the “role model” example
  - “Predicts success in schools and businesses beyond traditional indicators of academic intelligence and personality” (Van der Zee et al., 2002 cited Berenson et al., 2008, p. 2).

- **Emotional Awareness and Regulation**
  - EA: being aware of emotions before reacting to situations (Rieffe et al., 2007)
  - ER: “Attempts individuals make to maintain, inhibit and enhance emotional experience and expression” (Bridges et al., 2004; Calkins, 2011; Gross, 2002; Rottenberg and Gross, 2007 cited Roberton et al., 2012).
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<tr>
<th>EI Component</th>
<th>Competencies</th>
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<td>Self awareness (knowing what we are feeling at the moment, having a realistic assessment of our capabilities and being self confident)</td>
<td>Emotional awareness, Accurate self assessment, Self confidence</td>
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<td>Self regulation (Controlling our emotions so that they do not interfere with the task at hand)</td>
<td>Self control, Trustworthiness, Conscientiousness, Adaptability, Innovation</td>
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<td>Motivation (Moving towards our goals, taking initiative, striving to improve and persevering in the face of setbacks and frustrations)</td>
<td>Achievement drive, Commitment, Initiative, Optimism</td>
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<td>Empathy (Sensing what people are feeling, understanding their perspective, cultivating rapport and diversity with various people)</td>
<td>Understanding others, Developing others, Service, Leveraging diversity, Political awareness</td>
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<tr>
<td>Social Skills (Handling emotions in social relationships well, persuading and leading, negotiating and settling disputes for cooperation and teamwork)</td>
<td>Communication, Conflict management, Leadership, Change catalyst, Building bonds, Collaboration &amp; cooperation, Team capabilities</td>
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(Goleman, 1998)
Emotional Intelligence

1. Perceiving emotion
2. Facilitating thought using emotion
3. Understanding emotions
4. Managing emotions

(Mayer et al., 2016)
Methodology

- Quantitative
- Questionnaire
- Convenience sampling (circa 220 distributed questionnaires)
- EI scale, that proved its reliability, consistency and validity (Schutte et al., 1998)
- Analyse the influence of demographic variables: is there a pattern, especially in levels of study?
Challenges and Limitations

◦ Third party required to gather results

◦ Ethical issues - honesty, accuracy

◦ Generalisable? To all hospitality universities (different curriculum structures - internships)

◦ Time consuming data analysis (for researcher and the third party)

◦ Cultural differences might be disregarded
References


References


Thank you for your attention!