

The Influence of Peer Characteristics on Emotional Quotients

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Abstract

In this study, the researcher estimated the influence of peer characteristics on emotional quotients. Many experts say that the emotional quotient plays a significant role in determining the success of one individual. The researcher used the descriptive and inferential study to answer the objectives of this study. Moreover, this study reveals the following results: most respondents' friends are funny; the respondent's emotional quotient is moderately well, which shows a significant difference in the latter's variable. Additionally, respondents who have bookworm friends tend to have the highest emotional quotients amongst the group. Still, the one that affects respondents' emotional quotient is those who have academic achievers' peers. Results suggest that to improve emotional quotient, one must be surrounded by achievers academically.

Keywords: *peers, emotional quotients, Asia, Philippines*

Introduction

What benefits a person to have friends? The cliché "no man is an island" means that people are born socialized individuals. They always look for someone to hang around with and talk to during leisure time; this thing we do implies that as we age, our emotional quotient does increase Fariselli et al. (2008) [2]. Characteristics of friends are significant factors to consider in choosing peers. These peers are the ones who will be there when a person needs to share his bright ideas and sometimes lousy kinds of stuff, which keeps one mind busy at times.

Meanwhile, the cliché "tell me who your friends are, and I tell you who you are" implies the relationship between the type of friends you have and your emotional quotient. An emotional quotient refers to the capacity to recognize one's feelings (Ansus, 2001). EQ is a way to measure a person's ability to be successful in life. According to the brain function theories of Goleman (2001), a high emotional quotient means someone is self-confident, self-aware, and able to navigate through trying emotional times. The emotional quotient is the personal performance and vulnerabilities of an individual. Palmer (2003) and Licuanan (2009) confirmed the findings that students on the tertiary level attain a higher level of intrapersonal skills and emotional awareness. Shipley et al. (2010) mention in their study that emotional intelligence is a successful predictor of job performance and leadership ability.

On the other hand, individuals viewed by others as funny can function more efficiently in society. Funny people are rated as more popular or socially attractive by their peers and find it easier to develop friendships (McGhee, 1989). Students tend to have a big group of friends in school, and these groups tend to be heterogeneous. The researcher investigated the respondent's types of friends and whether their types of friends affect their emotional quotient. These results eventually suggest the kind of friends that students may befriend.

Methodology

This study used a descriptive survey and inferential study. The regular third-year college students enrolled for the second-semester academic year 2011-2012 at Isabela State University Cauayan Cluster were the respondents. In collecting the data, the researcher used the EQ Map™ by Dr. Myrna Batino of TUP Cavite. It is composed of three dimensions and 14 scales. Data were arranged and tabulated using *SPSS 14.0* to assure the accuracy of the interpretation of data. Mean was used in the respondent's EQ level. The researcher used ANOVA and Tukey Post Hoc Multiple Comparison Analysis to seek the difference between and among the respondent's EQ and types of friends.

Result

Table 1. Frequency and Percentage Distribution of Respondents' Types of Friends

<u>Type of friends they engage in</u>	<u>Frequency</u>	<u>Percent</u>
Party lovers	18	5.57
Book worms	5	1.55
Easy go Lucky	25	7.74
Serious	19	5.88
Funny	210	65.02
Academic Achievers	46	14.24

The table shows the frequency and percent distribution of respondents' types of friends. The results show that there is 210 or 65.02 percent of the respondents whose friends are funny: 46 or 14.24 percent of them have friends who are academic achievers; 25 or 7.74 percent has easy go lucky friends, 19 or 5.88 percent has serious friends, 18 or 5.57 percent has party lovers friends, and only 5 or 1.55 percent has bookworm friends. This implies that most respondents have funny friends.

Table 2. Weighted Mean of the Level of Respondents' Emotional Quotient

<u>Emotional Quotient Competency</u>	<u>Weighted Mean</u>	<u>Descriptive Interpretation</u>
<i>First Dimension</i>		
Emotional Self-Awareness	2.95	Moderately Well
Emotional Expression	2.78	Moderately Well
Emotional Awareness of Others	2.95	Moderately Well
<i>Second Dimension</i>		
Intentionality	2.99	Moderately Well
Creativity	2.87	Moderately Well
Resilience	3.00	Moderately Well
Interpersonal Connections	2.99	Moderately Well
Constructive Discontent	2.77	Moderately Well
<i>Third Dimension</i>		
Compassion	2.75	Moderately Well
Outlook	3.41	Very Well
Intuition	2.93	Moderately Well
Trust Radius	2.81	Moderately Well
Personal Power	2.69	Moderately Well
Integrity	2.81	Moderately Well

The respondent's outlook has the highest weighted mean of 3.41, which shows a "very well" level. Meanwhile, the rest of the 13 EQ scale items indicate a "moderately well" level. This only means that the respondents' emotional quotient level is moderately well in general. The "very well" level of the respondents' outlook only implies that students can overcome social

fear and can ignore people who put them down. Students' positive outlook is enhanced by teachers who create an atmosphere for students to develop their attitude (Mandell & Pherwani, 2003).

Table 3. Difference Between Types of Friends and Emotional Quotient

Groups	Mean	Std. Deviation	f-ratio	Probability
Party lovers	2.9526	.26654		
Book worms	3.0599	.13419		
Easy go Lucky	2.8040	.17638	2.75	0.02*
Serious	2.9415	.15472		
Funny	2.9075	.18313		
Academic Achievers	2.9617	.22658		
Total	2.9154	.19703		

The table shows the difference between the types of friends and emotional quotient. The table further indicates that the f-value of 2.75 and the probability value 0.02 show that respondents' type of friends significantly differs from the emotional quotient. This implies that the type of friends that respondents affect their emotional quotient. Based on the means, respondents who have bookworms' friends tend to have the highest emotional quotient. This further implies that this group can easily recognize their feelings and others' feelings, unlike the easy-go lucky ones who tend to have a lower emotional quotient.

Table 4. Post Hoc Multiple comparisons Analysis for Emotional Quotient and Types of Friends

Tukey

Dependent Variable	I(Types of Friends)	J(Types of Friends)	Mean Difference (I-J)	Std. Error	Sig.
Emotional Quotient	Easy go lucky	Party Lovers	-0.15	0.06	0.13
		Bookworms	-0.26	0.09	0.08
		Serious	-0.14	0.06	0.18
		Funny	-0.10	0.04	0.12
		Academic Achievers	-0.16	0.05	0.01*

*The mean difference is significant at 0.05 level

The table shows the analysis of the comparison of emotional quotient and types of friends using post hoc multiple comparisons. The data reveals that academic achievers among types of friends offer significant differences to the dependent variable-emotional quotient. This analysis implies that the group that affects emotional quotient is academic achievers. This further means that one has to have friends who are academic achievers to have a good emotional quotient.

Conclusions

The study discusses the influence of peer characteristics on emotional quotients. Based on the results, most of the respondents' friends are funny. The level of the respondent's emotional quotient is "moderately well." The researchers also found out that there is a significant difference between the respondent's types of friends and emotional quotient. Respondents who have bookworm friends tend to have a higher emotional quotient. A Post Hoc analysis showed that the emotional quotient is affected by friends who are academic achievers.

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