Exploring The Relationship Among The Multiple Intelligences and Emotional Intelligence

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ABSTRACT

This article describes the relationship between an assessment for the multiple intelligences (Gardner, 1993; Shearer, 1996) and emotional intelligence (Goleman, 1995; BarOn, 1997). Participants were 31 university undergraduates in a career exploration class and 54 doctoral education adults. Correlations ranged from very low to moderate in a pattern that is theoretically consistent with multiple intelligences theory. It was concluded that emotional competence is appropriately identified as a subset of the Intrapersonal and Interpersonal intelligences.

**Key Words:** multiple intelligences, emotional intelligence

**Total words:** 3370

**Abstract words:** 74

**Tables:** 6
Multiple Intelligences and Emotional Intelligences

Exploring The Relationship Among The Multiple Intelligences and Emotional Intelligence

What does it mean to be intelligent in the 21st century? And how do you know if someone possesses intelligence? In the early 1900s this question was answered with the introduction of the first psychometric-based tests devised by Alfred Binet to assess the academic aptitude of children just entering school (Binet, 1916). Even though Binet refused to call his assessment an “intelligence test,” thanks to the efforts of American and British psychometricians the measurement of the intellectual potential of all people soon became a major industry.

In his influential book, *Frames of Mind*, Howard Gardner (1993) challenged this prevailing model of a singular, unitary intelligence to include many skills and abilities not typically identified and valued as “intelligent” in popular culture as well as in the fields of education and psychology. Gardner’s new definition of intelligence fundamentally broadens the scope of mental and behavioral performances that need to be considered as part of our intellectual repertoire. The eight criteria that Gardner employs to substantiate and identify the eight intelligences (Appendix 1) make use of a wide variety of disciplines and data sources (neuroscience, anthropology, evolution, genetics, etc.).

These criteria make clear distinctions among abilities and personality characteristics. He believes that it is a categorical error to conflate ability (intelligence) with personality characteristics. The same holds true for differentiating between “interests” and “abilities.”

Multiple intelligences theory is a unique perspective that broadens our understanding of what it means to be an intelligent person so that we may fully appreciate the gifts and contributions of people both in academia as well as in everyday life endeavors. MI theory allows us to value the clever naturalist, creative musician or insightful storyteller as much as the
engineer, lawyer or accountant. Each contributes valuable products and services to the well being of our communities in their own way.

The theory of emotional intelligence articulated by Salovey & Mayer (1990) and later popularized by Daniel Goleman (1995) provided another answer to the question, “What does it mean to be intelligent?” Goleman argues that academic intelligence is important to success, but that emotional competency is even more important. He defines emotional intelligence (E.I.) as comprising abilities such as “…getting along with others, self-motivation, persistence, controlling impulses, empathizing, and regulating one’s moods” (1995). The idea of emotional intelligence is based in part on the Intrapersonal and Interpersonal intelligences as described by MI theory. The focus of E.I., however, is primarily limited to the affective aspects of these two intelligences.

The research described here investigated two questions: What is the relationship between the multiple intelligences and emotional intelligence? Can these two theories be integrated or are they mutually exclusive?

Two assessments with established validity and reliability were used in this research—Multiple Intelligences Developmental Assessment Scales (MIDAS; Shearer, 1996) and EQI-Emotional Intelligence (BarOn, 1997). The MIDAS consists of 119 questions rated on a 5-point scale with each question having uniquely written response choices. The MIDAS profile consists of a quantitative and qualitative report describing strengths and limitations in the eight main intelligences and 29 subscales (see Appendix 1). Scores for each scale are reported as simple percentages range from 0 – 100 and are both norm and criterion group referenced. The range for scores are interpreted thus: 100- 80 = Very High, 60 – 80 = High, 40 – 60 = Moderate, 20 – 40 = Low, 0 – 20 = Very low (as reported in Professional Manual, 1996; Shearer, 2006).
The EQI consists of 133 questions and produces a report that includes six main scales (total EQI, Intrapersonal, Interpersonal, General Mood, Stress Management, Adaptability) and 15 subscales that describe specific skills associated with the main scales (e.g., for Interpersonal: Interpersonal Relations, Empathy; and for Intrapersonal: Emotional Self-awareness, Self actualization, Stress Management, General Mood, etc.). (see Appendix 2). Scores for each scale are reported as T-scores with a mean of 100 and a standard deviation of 15 as is the convention for I.Q. (BarOn, 1997).

Research Goals

This correlational study explores the relationships among the MIDAS and EQI main and subscales in order to describe relationships among these constructs. It was expected the EQI scales would be moderately to strongly related to the MI Intrapersonal and Interpersonal scales, but not significantly correlated with the other six main scales.

Method

Participants

This investigation collected data from three sources for a total of 85 participants. Group 1 consisted of students at a large Midwest university enrolled in a Career Explorations course (n=31). Group 2 consisted of graduate doctoral students in education (n=54). There are 30 males (35%) and 55 females (65%). The mean age is 35 years.

Results

Data analysis begins by examining the overall pattern of relationships among all eight MI main scales and the 23 EQI scales. Table 1 (EQI main scales) and Table 2 (EQI subscales) present the complete correlation matrix.
There are 25 significant EQI main scale correlations with the MI scales that range from a low of \( r = .23 \) (EQI total with Spatial) to \( r = .55 \) (EQI Interpersonal with MI Interpersonal). The MI Intrapersonal scale displays the greatest number of significant correlations with all of the EQI main scales. The EQI Intrapersonal and General Mood scales also display many significant correlations with nearly all of the MI scales, except Music and Naturalist. As predicted, the Intrapersonal and Interpersonal scales for both measures are the strongest correlations with each other (\( r = .39 \) and \( r = .55 \), respectively). Other observed significant correlations that were predicted were between EQI total and Intrapersonal intelligence (\( r = .44 \)); Adaptability with Math-logical and Intrapersonal intelligences (\( r = .44 \) and \( r = .42 \)). It also makes sense that the Stress Management EQI scale is most strongly correlated with Intrapersonal intelligence at \( r = .37 \).

A somewhat surprising finding is that General Mood is most strongly correlated with Intrapersonal (\( r = .53 \)) followed closed by its correlation with Interpersonal at \( r = .49 \). These values reinforce the idea that emotional management is moderately correlated with the strength of one’s self-understanding and social skills.

Table 2 displays the MI scale correlations with the EQI subscales. Again, the highest correlations are between the Intrapersonal intelligence scale and the EQI Optimism (\( .58 \)), Problem Solving (\( .44 \)) and Stress Tolerance (\( .45 \)). Interestingly, the Self Actualizing subscale is only significantly correlated with Intrapersonal intelligence (\( r = .30 \)). The Interpersonal intelligence scale is most strongly related to Interpersonal Relations (\( .56 \)), Optimism (\( .47 \)) and Self Regard (\( .43 \)).

Table 3 presents the significant EQI scale correlations with the MI Intrapersonal scale in descending order ranging from .59 (Optimism) to .32 (Happiness).

-- Insert Tables 3 and 4 About Here --
Table 4 shows a range of moderate correlations between the Interpersonal intelligence scale and seven EQI scales from .57 (Interpersonal Relations) to .30 (Assertiveness). Of perhaps most importance are the highest moderate correlations with the two EQI Interpersonal scales (.57 and .55, respectively). Lower correlations are observed with scales related to emotional well being in a pattern similar to that observed with the Intrapersonal scale. These results suggest that emotional competence is a function of both Intra and Interpersonal skills.

Tables 5 and 6 display significant correlations between the MI Logical-math and Linguistic scales.

These results were not predicted, but are quite interesting and noteworthy because they conform to the theoretical model. Other MIDAS validity research found that Intrapersonal intelligence was often moderately correlated with the Logical-mathematical scale (Shearer, 2006). In fact, during early MIDAS scale development several items from the Logical-math scale were added to the Intrapersonal scale forming a subscale titled, Calculations (Shearer, 1996). This is considered to be an aspect of “metacognition” where self-awareness and monitoring enhances problem solving.

The moderate correlations among several EQI scales and Logical-mathematical intelligence reinforce the idea that effective calculating and problem solving are also enhanced by skillful emotional self-management, stress tolerance and adaptability. This is the meta-affect corollary to meta-cognition.

Other unanticipated significant correlations were obtained among the EQI scales and the MI Linguistic scale.
Again, these results were not predicted, but they are theoretically meaningful and enhance our understanding of the relationship between Linguistic abilities and emotional management. It is not surprising that the higher a person’s linguistic skill the more assertive and interpersonally sensitive to feelings they might be. Having language skills for expressing one’s feelings and moods likewise makes sense when we think of the power of poetry, story telling and social communication.

As anticipated, there are very few significant EQI main scale correlations with the Naturalist, Spatial, Kinesthetic and Musical scales. There are only one or two significant values for each intelligence and they are all in the low $r=.25$ range. The EQI subscales pattern and strength are similarly few and low. The highest correlations are at about $r=.32$ level (Tables 1 and 2).

Discussion

The overall pattern of correlations among the eight MI scales and the 23 EQI scales is congruent with theoretical expectations, e.g., the most correlations and the strongest are with the Intra and Interpersonal scales and no correlations are strong enough with the other scales to be considered theoretically inconsistent (Musical, Kinesthetic, etc.).

These results indicate that Intrapersonal and Interpersonal intelligence as defined by MI theory are related to the concept of Emotional Intelligence, but the low moderate strength of these correlations suggest that they are not identical constructs. There is variability between Intrapersonal intelligence and skills specifically pertaining to Emotional Self-awareness and Management. Likewise for Interpersonal intelligence, and the sub-set of skills for Empathy and Interpersonal Relations.
Multiple Intelligences and Emotional Intelligences

It is interesting to note that Logical-mathematical intelligence is correlated at the moderate level with emotional Problem Solving, Adaptability, Optimism and, to a lesser degree, with Stress Tolerance. It makes sense that math ability and logical reasoning are improved when a person has facility for emotional self-management. Performing math effectively requires the ability to tolerate stress, problem-solve and remain optimistic that one will be able to find the solution.

Five EQI scales that are related to Linguistic abilities are theoretically consistent personality characteristics indicating that mood management and social relations are facilitated with Linguistic skills (Optimism, .46; Independence, .42; Interpersonal, 39; Emotional Self Awareness, .38 and Assertiveness, .29).

It should be noted that MI theory does not claim that the Intrapersonal and Interpersonal intelligences are completely independent, but rather they are described as two aspects of the Personal intelligences. This shows up in the data when we see Intrapersonal intelligence correlated with Interpersonal EQI main scale (r=.39). There are also correlations between Interpersonal intelligence and Emotional Self Awareness (r=.42) and Emotional Management (r=.38).

These correlations can be considered evidence of Self Efficacy or the ability to manage one’s self in relationship to other people. Other research has found that this blurring of the line between self and other is less well defined for adolescent high school students and becomes more clearly differentiated in adult doctoral students in education (Shearer, 1996).

Conclusions

The overall strengths and patterns of these findings support the theoretical expectation that emotional self-awareness and management are components of Intrapersonal self-
understanding. Howard Gardner’s definition of Intrapersonal intelligence includes three main aspects, cognitive, affective and behavioral. The Emotional Intelligence concept represents one aspect of Intrapersonal intelligence. One’s general mood and ability to manage stress and problem solve are likewise related to the degree of one’s self-understanding.

Second, the ability to recognize the feelings of other people is primarily a function of one’s Interpersonal intelligence that is facilitated by Linguistic skill. Skill in managing relationships with other people is also a factor in one’s overall mood and emotional well-being.

It is somewhat surprising that the highest correlations are in the moderate range (.44 - .55) between conceptually similar scales (e.g., EQI Interpersonal and MI Interpersonal). This reinforces the idea that the emotional aspects of these two intelligences are different from their more behavior and cognitive components. However, these results are suggestive rather than definitive due to the small sample size with primarily a middle class Caucasian population. It is recommended that this study be replicated with a larger sample from more diverse economic and cultural backgrounds.

REFERENCES


**APPENDIX**

Appendix 1. MI Descriptions and MIDAS Scales and Definitions

**Musical**: *To think in sounds, rhythms, melodies and rhymes. To be sensitive to pitch, rhythm, timbre and tone. To recognize, create and reproduce music by using an instrument or voice. Active listening and a strong connection between music and emotions.*

**Vocal Ability**: a good voice for singing in tune and in harmony

**Instrumental Skill**: skill and experience in playing a musical instrument

**Composer**: makes up songs or poetry and has tunes on her mind

Appreciation: actively enjoys listening to music of some kind

**Kinesthetic**: *To think in movements and to use the body in skilled and complicated ways for expressive and goal directed activities. A sense of timing, coordination for whole body movement and the use of hands for manipulating objects.*

**Athletics**: ability to move the whole body for physical activities such as balancing, coordination and sports
**Dexterity:** to use the hands with dexterity and skill for detailed activities and expressive moment

**Logical-Mathematical:** *To think of cause and effect connections and to understand* relationships among actions, objects or ideas. *To calculate, quantify or consider propositions and perform complex mathematical or logical operations. It involves inductive and deductive reasoning skills as well as critical and creative problem-solving.*

**Everyday Math:** used math effectively in everyday life

**School Math:** performs well in math at school

**Everyday Problem Solving:** able to use logical reasoning to solve everyday problems, curiosity

**Strategy Games:** good at games of skill and strategy

**Spatial:** *To think in pictures and to perceive the visual world accurately. To think in three-dimensions and to transform one's perceptions and re-create aspects of one's visual experience via imagination. To work with objects effectively.*

**Space Awareness:** to solve problems of spatial orientation and moving objects through space such as driving a car

**Artistic Design:** to create artistic designs, drawings, paintings or other crafts

**Working with Objects:** to make, build, fix, or assemble things

**Linguistic:** *To think in words and to use language to express and understand complex meanings.*

**Sensitivity to the meaning of words and the order among words, sounds, rhythms, inflections. To reflect on the use of language in everyday life.*

**Expressive Sensitivity:** skill in the use of words for expressive and practical purposes

**Rhetorical Skill:** to use language effectively for interpersonal negotiation and persuasion
**Written-academic:** to use words well in writing reports, letters, stories, verbal memory, reading / writing

**Interpersonal:** *To think about and understand another person. To have empathy and recognize distinctions among people and to appreciate their perspectives with sensitivity to their motives, moods and intentions. It involves interacting effectively with one or more people in familiar, casual or working circumstances.*

**Social Sensitivity:** sensitivity to and understanding of other people's moods, feelings and point of view

**Social Persuasion:** ability for influencing other people

**Interpersonal Work:** interest and skill for jobs involving working with people

**Intrapersonal:** *To think about and understand one's self. To be aware of one's strengths and weaknesses and to plan effectively to achieve personal goals. Reflecting on and monitoring one's thoughts and feelings and regulating them effectively. The ability to monitor one's self in interpersonal relationships and to act with personal efficacy.*

**Personal Knowledge / Efficacy:** awareness of one's own ideas, abilities; able to achieve personal goals

**Calculations:** meta-cognition "thinking about thinking' involving numerical operations

**Spatial Problem Solving:** self awareness to problem solve while moving self or objects through space

**Effectiveness:** ability to relate oneself well to others and manage personal relationships
**Naturalist:** To understand the natural world including plants, animals and scientific studies. To recognize, name and classify individuals, species and ecological relationships. To interact effectively with living creatures and discern patterns of life and natural forces.

**Animal Care:** skill for understanding animal behavior, needs, characteristics

**Plant Care:** ability to work with plants, i.e., gardening, farming and horticulture

**Science:** knowledge of natural living energy forces including cooking, weather and physics

Appendix 2  EQI Scales

**Main Scales**

EQI- Total EQI

INTRA- Intrapersonal

INTER- Interpersonal

ADAPT- Adaptability

SM- Stress Management

GM- General Mood

**Subscales:**

OP- Optimism

AS- Assertiveness

RT- Reality Testing

IR- Interpersonal Relations

SR- Social Responsibility

IC- Impulse Control
FL- Flexibility
ES- Emotional Self-Awareness
EM- Empathy
PI- Positive impression
NI- Negative impression
PS- Problem Solving
RE- Self Regard
HA- Happiness
IN- Independence
ST- Stress Tolerance
SA- Self-Actualization
Gardner (1999) defines intelligence as, “a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture” (p. 34).

The eight criteria used by Howard Gardner to identify the intelligences

1- identifiable cerebral systems

2- evolutionary history and plausibility

3- identifiable core operation or set of operations

4- meaning that can be encoded in a symbol system

5- a distinct developmental history & mastery or “expert” levels

6- existence of savants, prodigies and exceptional people

7- evidence from experimental psychological tasks

8- psychometric findings

Another important factor not explicitly included as a criteria is "cross-cultural evidence".

### TABLE 1

**Correlations Among MI Scales and EQI Main Scales**

<table>
<thead>
<tr>
<th>MI Scale</th>
<th>EQI</th>
<th>INTRA</th>
<th>INTER</th>
<th>ADAPT</th>
<th>SM</th>
<th>GM</th>
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<td>.149</td>
<td>.062</td>
<td>.099</td>
<td>.249(*)</td>
<td>.026</td>
<td>.106</td>
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</table>

1  Gardner (1999) defines intelligence as, “a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture” (p. 34).

2  The eight criteria used by Howard Gardner to identify the intelligences
Note. N= 85. Bold values = predicted highest correlations

T-test, two-tailed.  *p<.05   **p<.01

Abbreviations. EQI= Emotional Intelligence Total; INTRA= Intrapersonal; INTER= Interpersonal; ADAPT = Adaptability; SM= Stress Management and GM= General Mood.

Music= Musical; Kinest= Kinesthetic; Math= Logical-mathematical; Spatil= Spatial; Linguist= Linguistic; Interp= Interpersonal; Intrap=Intrapersonal; Nature= Naturalist.

Table 2

* Correlations Among MI Scales and EQI Subscales * Scales

<table>
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<tr>
<th>MI Scale</th>
<th>EM</th>
<th>OP</th>
<th>PS</th>
<th>RE</th>
<th>HA</th>
<th>IN</th>
<th>ST</th>
<th>SA</th>
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<td>.336(**)</td>
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<td>.386(**)</td>
<td>.132</td>
<td>.067</td>
<td>.390(**)</td>
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<tr>
<td>INTERP</td>
<td>.286(*)</td>
<td>.349(**)</td>
<td>.554(**)</td>
<td>.134</td>
<td>.068</td>
<td>.493(**)</td>
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<tr>
<td>INTRAP</td>
<td>.446(**)</td>
<td>.393(**)</td>
<td>.387(**)</td>
<td>.422(**)</td>
<td>.367(**)</td>
<td>.525(**)</td>
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Table 2

* Correlations Among MI Scales and EQI Subscales * Scales

____________________________________________________________________________________

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<table>
<thead>
<tr>
<th>MI Scales</th>
<th>AS</th>
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<th>IC</th>
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<td>.421**</td>
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<td>.321**</td>
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**Note.** N= 85. T-test, two-tailed. *p<.05  **p<.01
Abbreviations. EM= Empathy; OP= Optimism; PS= Problem Solving; RE= Self Regard; HA= Happiness; IN= Independence; ST= Stress Tolerance; SA= Self-Actualization; AS= Assertiveness; RT- Reality Testing; IR= Interpersonal Relations; SR= Social Responsibility; IC= Impulse Control; FL= Flexibility; ES= Emotional Self-Awareness.

Music= Musical; Kinest= Kinesthetic; Math= Logical-mathematical; Spatial= Spatial; Linguist= Linguistic; Interp= Interpersonal; Intrap= Intrapersonal; Nature= Naturalist.

Table 3

Correlations between MIDAS Intrapersonal Main Scale and EQI Scales

| EQI Scale |  
| --- | --- |
|  |  

<table>
<thead>
<tr>
<th>Multiple Intelligences and Emotional Intelligences</th>
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<tbody>
<tr>
<td>Optimism</td>
</tr>
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<td>General Mood</td>
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<td>EQI (total)</td>
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<td>Problem Solving</td>
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<td>Adaptability</td>
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<td>Emotional Self Awareness</td>
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<td>Stress Management</td>
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<td>Happiness</td>
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Note. T-test, two-tailed. *p<.05  **p<.01

Table 4

Correlations between MIDAS Interpersonal Main Scale and EQI Scales
### Table 5

*Correlations between MIDAS Logical-mathematical Main Scale and EQI Scales*

<table>
<thead>
<tr>
<th>EQI Scale</th>
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<td>.55**</td>
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<tr>
<td>General Mood</td>
<td>.49**</td>
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<td>Optimism</td>
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</tr>
<tr>
<td>Emotional Self Awareness</td>
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<tr>
<td>Intrapersonal</td>
<td>.39**</td>
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<tr>
<td>Assertiveness</td>
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<tr>
<td>EQI Subscale</td>
<td>r</td>
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<tr>
<td>-------------------</td>
<td>------</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>.45**</td>
</tr>
<tr>
<td>Adaptability</td>
<td>.44**</td>
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<tr>
<td>Stress Tolerance</td>
<td>.40**</td>
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<tr>
<td>EQI (total)</td>
<td>.36**</td>
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</table>

*Note. T-test, two-tailed. **p<.01*

**Table 6**

*Correlations between MIDAS Linguistic Main Scale and EQI Scales*

<table>
<thead>
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<th>EQI Subscale</th>
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<td>Independence</td>
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<td>General Mood</td>
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*Note. T-test, two-tailed. **p<.01*