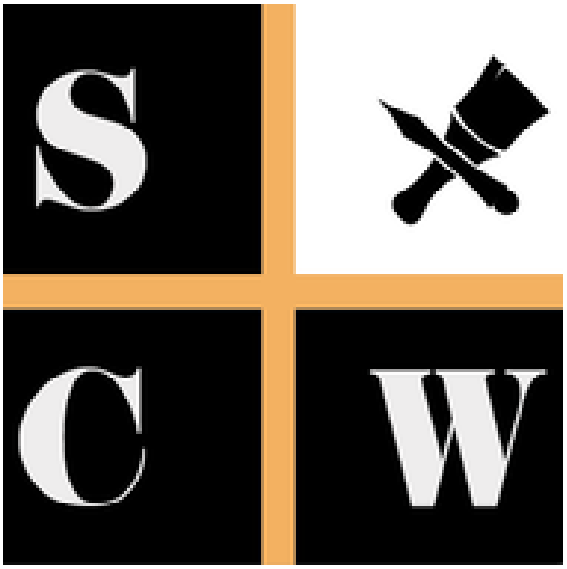


DOMINICAN UNIVERSITY of CALIFORNIA

Scholarly & Creative Works Conference

#10

Presenter: Diara Navarrete Amaral

Session & Time: Poster_V / 4:00 to 4:50pm

Room: Guzman Lecture Hall

Discipline: Psychology

Faculty Mentor: Veronica Fruiht

Digital Portfolio URL: https://sites.google.com/view/diaranavarreteamaral?usp=sharing

Title: ¿Hablas Español? Bilingualism and its relationship with emotional intelligence, friendship satisfaction, and impostor phenomenon

Abstract:

Emotional intelligence (EQ) is the ability to recognize one's emotions and the emotions of others (Salovey & Mayer, 1990). Since bilinguals are exposed to different linguistic cultures, they have a greater range of emotional experiences to help them understand emotional situations (Alqarni & Dewaele, 2020). Arabic-English bilinguals demonstrated higher levels of emotional perception compared to monolinguals (Alqarni & Dewaele, 2020). While previous research has explored how bilinguals have higher EQ levels, there is little research exploring whether a bilingual college student has any unique advantages. There are many interpersonal benefits to EQ. When college students reported higher EQ levels, they experience more belonging and less depression, anxiety, and stress (Moeller et al., 2020). Similarly, EQ has positive effects on interpersonal relationships since college students with higher EQ levels reported greater friendship quality (Gündüz, 2019).

Nevertheless, current research has not explored other potential benefits for college students.

Due to academic pressure, college students are susceptible to experiencing impostor phenomenon (IP). Individuals experience IP when they feel as if they have deceived others about their intellectual or academic abilities (Clance & Imes, 1978). A study focused on physicians' IP demonstrated a negative correlation between IP and EQ (Husk & Lewis, 2023). Such negative relationship suggests that EQ can help individuals be less affected by IP (Husk & Lewis, 2023).

In general, there is a lack of research exploring how bilingualism might be related to EQ and college students' social experiences and IP. First, I hypothesize that college students who are bilingual will have higher EQ and friendship satisfaction than college students who are monolingual in English. Also, I hypothesize that college students that report higher EQ and friendship satisfaction will be less negatively affected by IP compared to college students with lower EQ and friendship satisfaction.