MCQ QUESTIONS FOR EMOTIONAL INTELLIGENCE (SEC-PSY-01) BA SEM 3 2019-22

1. Emotional intelligence is different from other intelligences in that …

1. it is a set of skills
2. it can be measured using tests easily
3. the focus is on emotional reasoning, ability and knowledge
4. it is a new type of intelligence

2. Emotional intelligence can be studied through …

1. the abilities-focussed approach
2. the integrative model approach
3. the mixed model approach
4. all of the above

3. Which of the following describes how Ability Emotional Intelligence and Trait Emotional Intelligence are different?

1. The way they are measured
2. The way they are conceptualized
3. The way they correlate with other constructs
4. All of the above

4. Incremental validity refers to …

1. the additional contribution a new psychological idea makes to existing knowledge
2. the additional evidence provided by new research
3. the way research findings are reinterpreted
4. the way statements are written in new tests

5. When predicting intellectual academic performance in medical students, EI showed …

1. it is essentially social skills
2. large incremental validity
3. no incremental validity
4. a deterioration in its display

6. Which of the following is the best predictor of academic performance?

1. Trait EI
2. IQ
3. Personality
4. None of these

7. Mixed Emotional Intelligence models have …

1. significant overlap with conscientiousness, extraversion, and self-efficacy
2. no significant overlap with conscientiousness, extraversion, and self-efficacy
3. non-significant overlap with conscientiousness, extraversion, and self-efficacy
4. little overlap with conscientiousness, extraversion, and self-efficacy

8. The higher the Trait EI …

1. the higher the likelihood of personality disorder
2. the lower the likelihood of personality disorder
3. the higher the likelihood of self-harm
4. the higher the likelihood of harm to others

9. EI is linked to romantic relationship satisfaction because EI may be linked to …

1. having better understanding of the partner’s emotions
2. giving the person higher self-esteem
3. agreeing with the partner all the time
4. getting what one wants out of the relationship

10. Lower EI is likely linked to more aggressive behaviour because …

1. taking action is more important than expressing emotions
2. people with lower EI often think of themselves as victims
3. that is the only way the person know how to express their displeasure
4. other’s emotions and behaviours are misinterpreted as hostile and an aggressive response is therefore exhibited

11. Demonstrating incremental validity of which of the following is tricky?

1. Intelligence
2. Ability EI
3. Trait EI
4. All of the above

12. Which of the following makes measuring EI challenging?

1. Whether the scenarios presented should be authentic or hypothetical
2. Whether conscious, effortful processing or spontaneous processing of emotional materials should be measured
3. How happy the person is feeling
4. a and b only

13. Ability EI tests are more objective than Trait EI tests because …

1. they are easier to demonstrate one’s own strength
2. participants tended rate their own Trait EI as higher than they actually are
3. they are made up of multiple-choice questions
4. they cost money

14. Dunning-Kruger effect in EI states that …

1. a person with low EI is unaware of his or her own low EI
2. a person with high EI is aware that others have low EI
3. a person is the best person to estimate his or her own EI
4. a person’s EI is best evaluated by others

15. Having high EI may not always be adaptive. Why?

1. Others will likely ignore them
2. They will have high opinion of themselves
3. These people are more sensitive to mood manipulation
4. All of above
5. Which of the following **IS TRUE** regarding the meaning of the word *angst*?

A. the word carries the same meaning in both the English and German languages

B. to English speakers, angst means an extreme state of anxiety experienced because of social isolation and loneliness

C. to German speakers, angst is equivalent to the term dread

**D**. to German speakers, angst is a state of being with no known causes

1. When German speakers are having a difficult day “keeping it together”, they would use which of the following words to describe this experience?

A. fear

B. anxiety

**C**. angst

D. sadness

1. Which of the following individuals connects to the term ‘emotional intelligence’?

**A.** Goleman

B. Weschler

C. Sternberg

D. Ekman

1. Ricky is assess as having high emotional intelligence. This means he has:

A. skills and abilities that help him understand people from another cultural heritage

**B**. skills and abilities that help him process, understand, and regulate his emotions and those of others

C. skills that help them problem solve

D. skills and abilities that help them to acquire language

1. Which of the following **IS NOT** a skill associated with emotional intelligence?

A. experiencing love

B. negotiating conflict

C. being sensitive to others

**D**. expressing pride and anger

1. Emotions are:

A. objective responses to experiences in our environment

**B.** subjective responses to experiences in our environment

C. physiological changes to experiences in our environment

D. behavioral changes to experiences in our environment

1. Which of the following statements aligned with the James-Lang theory of emotion?

A. emotions are objective responses to experiences in our environment

B. emotional experiences are dependent upon physiological responses

**C.** emotional experiences are dependent upon physiological responses and how a person interprets those responses

D. emotions are the result of an individual’s emotional intelligence

1. The James-Lang theory of emotion would predict that:

**A**. if your blood pressure rises and you get red in the face you should experience anger

B. if your blood pressure rises and you get red in the face should experience happiness

C. if your blood pressure rises and you interpret this behavior positively you will experience happiness

D. if your blood pressure rises and you get red in the face not all individuals will experience anger

1. Which of the following statements aligned with the Two Factor theory of emotion?

A. emotions are objective responses to experiences in our environment

B. emotional experiences are dependent upon physiological responses

**C.** emotional experiences are dependent upon physiological responses and how a person interprets those responses

D. emotions are the result of an individual’s emotional intelligence

1. The Two Factor Theory of emotions would predict that:

A. emotional responses are universal

B. if your heartbeats rapidly because you have to speak in public, you will experience fear

**C.** situational and contextual factors shape our interpretations of our emotional experience

D. cognitive interpretation has no place in emotional experience

1. The term emoting refers to:

A. emotional intelligence

B. the universal experience of emotion

C. the cultural specific experience of emotion

**D**. the embeddedness of emotions and social relationships

1. The phrase “acting in context” connects to which of the following concepts:

A. emotional intelligence

B. the James-Lange theory of emotions

**C**. emoting

D. the Two Factor theory of emotions

1. Which of the following is an example of emoting in infancy?

**A.** an infant smiles at a caregiver and the caregiver continues playing with the infant

B. a newborn cries because he or she is tired

C. newborn laughs at a social stimulus

D. a caregiver feeds and infant who is hungry

1. In early childhood, children learn about their emotions through all of the following **EXCEPT**:

A. observing adults

B. conversations with adult partners

C. childrearing practices

**D**. their intuitive thinking about the world

1. All of the following shape emoting **EXCEPT:**

A. gender roles

B. culture

C. power

**D**. language

1. In societies that value the connectedness of individuals, shame is an emotional response that encourages the development of all of the following **EXCEPT:**

**A**. failure

B. humility

C. obedience

D. interdependency

1. Mesquita’s view of emoting parallels which of the following views?

A. emotions are subjective responses

B. emotions are objective responses

C. culture in mind

**D**. culture and mind mutually constitute one another

1. Among the Tamang, shame connects to:

**A**. humility

B. anger

C. dominance

D. weakness

1. The same emotion may not have the same function or meaning in different cultural communities. Among the Brahmans, shame connects to:

A. humility

B. anger

C. dominance

**D.** weakness

1. In their work, Cole and colleagues found that parent interactions with young children were dependent upon emotions and cultural values. When Tamang children expressed shame, parents responded by:

A. punishing the child

B. teasing the child

C. showing disproval

**D.** showing the child how to express this emotion in appropriate ways

1. In their work, Cole and colleagues found that parent interactions with young children were dependent upon emotions and cultural values. When Braham children expressed shame, parents responded by:

A. punishing the child

B. teasing the child

**C.** ignoring the child

D**.** showing the child how to express this emotion in appropriate ways

1. In their work, Cole and colleagues found that parent interactions with young children were dependent upon emotions and cultural values. When Braham children expressed anger, parents responded by:

A. punishing the child

B. teasing the child

C. showing approval

D**.** showing the child how to express this emotion in appropriate ways

1. The cultural psychologist, Richard Shweder suggests one way to understand emotions is to:

A. observe emotional responses in people’s daily social interactions

**B.** break emotions into smaller parts to compare these parts across cultural communities

C. study the connection between physiological activity and emotional responses

D. study the connection between emotions and social relationships

1. In his work on the “Expression of emotions in man and animals” Darwin argued that:

**A.** emotional expressions are innate, inherited characteristics

B. humans and non-human primates use different facial expressions to convey similar emotions

C. humans and non-human primates communicate emotions in different ways

D. there was no need to attend to variability in emotional expression

1. In one of the first study on emotions, Darwin used:

A. real participants to convey emotional expression

**B**. a single blind study

C. electrical stimulation to move participants’ facial muscles

D. both human and non-human participants

1. Guillame Duchenne was studying emotional expression by electrically stimulating peoples’ facial movements. Duchenne believed our face had the ability to display 60 basic universal emotions. Which individual challenged Duchenne’s findings?

**A.** Darwin

B. Ekman

C. Izard

D. Matsumoto

1. Which of the following **IS NOT** true regarding Darwin’s research on emotions?

A. his finding suggested there are only several universal emotions

B. he used a double blind study

C. he used visual stimuli like photographs to show his participants

**D**. he studied conducted research in several different cultural communities

1. What commonality was present in Darwin, Ekman, and Izard’s emotion research?

A. they all used a single blind study

B. they all electrically stimulated facial movements

**C**. they all used photographs of posed individuals displaying facial expressions

D. they all studied numerous cultural communities

1. Which of the following **WAS NOT** a limitation of Ekman and Friesen’s cross cultural research on emotions?

A. not all participants viewed photographs, some heard a story

B. literate participants received a list of emotions terms only in English

C. they relied on still photographs

**D.** they studied numerous cultural communities on different continents

1. Matsumoto and Willingham explored which of the following research questions with sighted and blink atheletes?

A. do we use our face to communicate emotions

B. is there a universal set of emotions

C. are emotional expressions culturally variable

**D**. is there a biological basis to our ability to communicate emotions through facial expressions

1. Which researchers designed the Facial Action Coding System?

**A.** Ekman and Friesen

B. Darwin

C. Matsumoto and Willingham

D. Izard and Ekman

1. If you are experiencing success and feeling superior to other peers, you are most likely experiencing which type of emotion?

A. socially engaging negative emotion

B. socially engaging positive emotion

**C**. socially disengaging positive emotion

D. socially disengaging negative emotion

1. If have just become a member of an athletic team and experiencing a sense of belonging and friendliness. You will most likely experience which type of emotion?

A. socially engaging negative emotion

**B**. socially engaging positive emotion

C. socially disengaging positive emotion

D. socially disengaging negative emotion

1. You disappointed your caregivers when you did not behave appropriately at a family dinner. You experienced guilt at that moment. Guilt is which type of emotion?

A. socially disengaging negative emotion

B. socially engaging positive emotion

C. socially disengaging positive emotion

**D**. socially engaging negative emotion

1. In communities that support an interdependent self, socially engaging emotions reinforce which of the following cultural value?

A. self-expression

B. independence

**C**. social harmony

D. uniqueness

1. In their work, Kitayama, Mesquita, and Karasawa explored how people experience emotion in daily social situations. Their findings connect emotions, the self, cultural values, and well-being. They found that:

A. Japanese participants experienced more socially disengaging emotions

**B**. American participants experienced more socially disengaging emotions

C. Japanese participants experienced more negative socially disengaging emotions

D. American participants experienced less positive socially disengaging emotions

1. Cultural affordance relates to:

A. emotional intelligence

B. being sensitive to individuals from other cultural heritages

**C**. the ability of cultural settings to evoke particular emotional responses

D. cultural variability in universal emotion expression

1. Ego-focused emotions relate to:

**A**. personal attributes, goals, wants, and needs

B. other people’s needs and wants

C. external traits and abilities

D. physical and social settings

1. Michaela is angry because she was not able to get tickets to her favorite reality show. Anger is which type of emotion?

A. socially engaging negative emotion

B. socially engaging positive emotion

**C**. ego-focused emotion

D. other focused emotion

1. Helena lives in a home with caregivers who want her to acquire autonomy and self-expression. It is likely that her caregivers will use socialization practice that reinforce which type of emotions?

A. socially engaging negative emotion

B. socially engaging positive emotion

**C**. ego-focused emotion

D. other focused emotion

1. Danica lives in a home with caregivers who want her to acquire a connectedness to others and social harmony. It is likely that her caregivers will use socialization practice that reinforce which type of emotions?

A. socially disengaging positive emotion

B. socially disengaging negative emotion

C. ego-focused emotion

**D**. other focused emotion

1. For a person with an independent self, which of the following emotions is both ego focused and socially engaging?

A. guilt

B. shame

**C.** pride

D. humility

1. In people with an independent self, which emotion is likely to increase self-esteem?

A. a sense of belonging

**B**. pride

C. shame

D. anger

1. Which of the following **IS TRUE** regarding the connection between emotion, cultural values, and interdependent self-construals?

A. pride is a desirable emotion in many social situations

B. anger is a desirable emotion in many social situations

**C**. humility is a desirable emotion in many social situations

D. suppressing pride is never desirable

1. Cultural models:

**A**. help us make sense of our feelings, thoughts, and actions

B. help us imitate adult role models

C. help us acquire language

D. help us learn particular skills

1. Which cultural value would caregiver socialization practices reinforce in individualistic emotional competence models?

A. humility

B. self-expression

C. sensitivity to others

D. conformity

1. Which cultural value would caregiver socialization practices reinforce in relational emotional competence models?

A. humility

B. self-expression

C. uniqueness

D. pride

1. Lelani lives in a household that values sensitivity to others and interdependency. In the relational emotional competence model, her caregivers would most likely:

**A**. provide her with opportunities to learn these values

B. ignore her when she displays negative emotions

C. provide support when she displays negative emotions

D. use indirect teaching approaches

1. Alexandra lives in a household that values autonomy and self-expression. In an individualistic emotional competence model, her caregivers would most likely:

A. provide her with opportunities to learn these values

**B**. ignore her when she displays negative emotions

C. provide support when she displays emotions such as anger and pride

D. use direct teaching approaches

1. In her work, Briggs discovered that Inuit caregivers and adults use a particular activity to help their children learn culturally appropriate emotional responses. It is:

A. learning how to sew

B. learning how to cook

**C**. playful question and answering sessions

D. learning how to hunt

1. Freud believed pretend play for children functioned to help children:

A. express feelings and impulses through symbols

B. enjoy an altered state of reality where they could practice emotions

**C**. reduce anxiety and cope with real life problems

D. develop cognitive and social skills

1. The anthropologist, Gregory Bateson believed pretend play for children functioned to help children:

A. express feelings and impulses through symbols

**B.** enjoy an altered state of reality where they could practice emotions

C. reduce anxiety and cope with real life problems

D. develop cognitive and social skills

1. In their cross-cultural work on children’s pretend play, Gaskins and Miller explored the relationship between play and culture. They found that:

A. European American caregivers did not value children’s play

B. Yucatec Mayan caregivers were their children’s play partners

**C.** Yucatec Mayan children often played alone

D. European American children often contributed to their family’s well-being through chores

1. In their cross-cultural work on children’s pretend play, Gaskins and Miller explored the relationship between play and culture. They found that:

A. European American caregivers did not value children’s play

B. Yucatec Mayan caregivers made sure their children had time for play

**C.** Yucatec Mayan children played in large mixed aged groups

D. European American caregivers structured their children’s play

1. Which of the following **IS TRUE** regarding the pretend play of Yucatec and European American children in Gaskins and Miller’s cross cultural study?

A. Yucatec Mayan children used fantasy for emotional expression in pretend play

**B.** emotional expression in Yucatec Mayan pretend play reflected real life emotional responses

C. European American children never used fantasy as a reference for emotional expression in pretend play

D. European American children never used bedtime story material as a reference for emotional expression in pretend play

1. Gaskins and Miller’s cross-cultural study on children’s play suggested that:

A. European American children rarely display anger in their pretend play

B. Yucatec children often pretend play in solitude

C. pretend play helps Mayan children work through their emotional needs

**D**. emotional expression in pretend play connects to cultural values and real life social interactions

1. Which of the following **IS NOT** true regarding cultural display rules?

A. prescriptions for how we manage, adjust, and express emotions

**B.** most likely innate

C. context dependent

D. similar to gender roles

1. The Display Rule Assessment Inventory (DRAI) measures:

A. emotional expression

B. facial muscle movement

C. cultural competence

**D**. behavioral responses to emotional experience

1. In their 30 nation cross-cultural study using the DRAI to explore the connection between cultural worldviews and the universality of emotional display rules, Matsumoto and colleagues found all the following **EXCEPT:**

A. most countries scored similarly on controlling emotions

B. in-group member emotional expression was preferred over out-group members

C. collectivist nations were more likely to favor control of emotions

**D**. emotional control does not follow universal standards of behavior

1. What was one important finding from Matusmoto and colleagues 30 nation cross-cultural study using the DRAI to explore the connection between cultural worldviews and the universality of emotional display rules?

A. there was a great deal of variability for controlling emotions

**B**. emotional processing and expressing emotions connects to cultural values and worldviews

C. individualistic nations were more likely to favor control of emotions

D. emotional control does not follow universal standards of behavior

1. Among the Oriya in India, *Lajya*is a culturally mediated emotion similar to:

A. anger

B. happiness

**C**. shame

D. sadness

1. In the Oriya worldview, *lajya* is a positive emotion because it connects to:

A. pride

B. anger

**C.** cultural values of humility and respect

D. cultural values of autonomy and self-expression

1. In communities that support an interdependent self:

A. happiness connects to individual achievement

B. happiness connects to being the best

**C.** happiness connects to the relationships people have with others

D. happiness connects to uniqueness

1. Which of the following **IS NOT** true regarding self-regulation?

A. it involves your ability to adjust your behavior to meet situational demands

B. it involves controlling one’s emotions

C. it involves paying attention

**D.** it is not culture dependent

1. In one cross-cultural study on self-regulation Boyer discovered all the following **EXCEPT**:

A. parents believed preschool should be an extension of the home

B. parents believed teachers should reinforce family values at preschool

C. parents believed the child’s native language was useful in teaching children self-regulation

**D**. parents believed teachers were better role models than caregivers

1. Morling and Kitayama suggest the self shares its actions, thoughts, and feelings with others. For the interdependent self, the goal of self-regulation connects to:

**A.** pursuing goals that help the self adjust to the needs of others

B. pursuing goals that foster self-esteem

C. pursuing goals that foster independence

D. pursuing goals that foster personal interests

1. Emotion regulation relates to:

**A**. how we adjust our emotional experiences in particular situations

B. how we adjust our behavior to particular situations

C. how we process, manage, and adjust our emotions

D. how we learn to act in context

1. Which of the following **IS TRUE** regarding the connection between cultural values, cultural models of the self, and emotion?

A. The independent self experiences shame when it fails to meet caregivers expectations

B. The independent self strives to do well to bring honor and integrity to its in-group

**C**. Shame motivates the interdependent self to persevere at difficult tasks

D. The interdependent self openly expresses anger and pride

1. Language is important to helping us communicate our feelings. In Fijian Hindi, the term *bhaw* translates as:

A. anger

B. love

C. pride

**D**. feelings

1. Cultural discourse shapes the affect people feel and communicate to others. In the Awlad ‘Ali worldview which of the following shapes the way people behave, interpret, and communicate their feelings?

A. humility

B. pride

**C**. honor code

D. shame