

The Role of Emotional Intelligence in Ontario University Educational
Policies for International Graduate Students: A Conceptual, Institutional
and Auto-Ethnographic Analysis

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Abstract

This study explored the role of emotional intelligence (EI) among international students adjusting to life in different universities in Ontario and the institutional support provided to them to develop their EI. The study included an in-depth review of literature based on different frameworks of cultural adjustments and EI, as well as a comprehensive analysis of the policy documents (e.g., policy management guide or handbook) available online of 3 similar-sized, student-focused, research-based universities in Ontario with significant international programs. The study also includes an auto-ethnographic account of the experiences I dealt with during my university years. I reflected on the hurdles and challenges I experienced in making my social and emotional adjustments here in Ontario. Overall, the data from the conceptual analysis and auto-ethnography afforded a cross-comparison of the 3 university policies and helped me establish a set of recommendations for universities to incorporate multiple components of EI into their international university policies services to develop components like mindfulness, self-regulation, and stress management for the future international graduate students.

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CHAPTER ONE: INTRODUCTION

In this chapter, I contextualize some account of emotional intelligence (EI) which is further analyzed in details in the following sections. I also portray the challenges of international graduate students in Ontario regarding their emotional aspects while settling into their new environment. In this world of globalization, a large number of students arrive from all over the world to Ontario, Canada to pursue their future goals. How far institutions that promote international programs go to provide such students with the non-school factors is a big question rooted here and discussed throughout. Here, I also provide clarification and rationale for the study, based on the challenges of the international students, their emotional adjustments, and the universities' policies. Additionally, I articulate the purpose, scope, and limitation of this project. At the end of the chapter, I provide an outline of the remaining chapters.

Background of the Study

The ability to perceive and express emotion, assimilate emotion in thought, understanding, and reasoning with emotion, and regulating emotion in one self and others is what experts defined as EI (Clayton, 2012; Goleman, 2006; Mayer, Salovey, Caruso, & Cherkasskiy, 2011). On the other hand, "one issue in studying emotional intelligence is that some theories pertain to emotions and intelligence, whereas others seem far broader. Therefore, it is worth examining the constituent terms, emotion, intelligence, and their combination at the outset" (Mayer et al., 2011, p. 529). EI is seen as the stem in regulating one's self as well as others. Being aware and being able to understand the stream of thoughts, drives, and moods as well as the ability to understand the emotional makeup of others based on their emotional reactions is viewed as intelligence (Goleman, 2011).

Cherniss, Extein, Goleman, and Weissberg (2006) reflect several criticisms of EI and say that there are many conflicting constructs of EI, implying that it cannot be a valid concept. Cherniss et al. (2006) show that now there is much more empirical support for EI theory than such criticisms. The different aptitudes of EI must tune in together to serve the emotional state and needs. These modules build bonds and fluid times of intense emotions that individuals may need. The different components that are embedded together with the notion of EI can collectively work together to help individuals fight their own as well others' emotional impulses (Cherniss et al., 2006; Goleman, Boyatzis, & McKee, 2002).

Mayer et al. (2011) posited several definitions of intelligence, one of which involved “the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment” (p. 533). When children move from childhood to adolescence they require an increasing capacity to be able to think of the multiple facets of the surrounding events such as change in place, people, occasion, and culture to maintain cognitive and emotional ambiguity and to infer and deduct between both physical and psychological connections between events in the environment (Bosacki, 2012).

Emphasizing the importance of this age group, Arnett (2000) states “emerging adulthood is proposed as a new conception of development for the period from the late teens through the twenties, with a focus on ages 18-25” (p.470). He further supports the idea that emerging adulthood is a distinct period demographically, subjectively, and in terms of identity explorations. Emerging adulthood is very different from adolescence and young adulthood. Most of the graduate students fall within this phase. They lie in the

period of young adulthood and at this age, as Arnett (2009) notes in his framework and theory of emerging adulthood, “emerging adulthood is conceptualized as the age of identity explorations, the age of instability, the self-focused age, the age of feeling in between, and the age of possibilities” (p. 12). This is a very crucial age beyond adolescence, during which time individuals suffer from several emotional and social exploration such as identity crisis, feelings of in-between, et cetera.

Furthermore, Arnett (2000, 2009) also explains that culture and context are two very important notions at this age and he also specifies that emerging adulthood exists only in cultures that allow young people a prolonged period of independent role exploration during the late teens and 20s. As most international graduate students belong to this age group, they suffer from all these crises naturally and the problems are even more in their cases as they are into making several social and emotional transformations regarding their settlement in this new place.

Statement of Problem

The international graduate students in their adolescence, coming to pursue their master’s degree in Ontario, face many types of challenges during their graduating pathways. They are senior level students around the age of 25 to 35 and even sometimes even older who are usually loaded with several burdens like family, earning wages, and marriage compared to that of the undergraduate international students. According to the American College Health Association (ACHA, 2014), 61% of graduate students report more than average or tremendous stress, which is higher than the average rate (55%) among all college students. The problem is more dominant among these international

students as there is a huge difference in their culture, language, food, weather, et cetera from here to that of their countries.

The Association of Universities and Colleges in Canada's (AUCC, 2011) *Trends in Higher Education* states that long ago around 1980s, international students came to Canada from approximately 175 countries, with the majority (52%) of students coming from Hong Kong, the U.S., Malaysia, the U.K., and Iran, respectively. "By 2008, the number of source countries had increased to 200. Despite the growth in the number of source countries, almost half of all international students continued to come from one of five countries: China, France, the U.S., India, and South Korea" (AUCC, 2011, p. 17).

Statistics Solutions (2005) states that for the Europeans and students from other continents, the changes are not as adverse as the Asians and hence the adjustment challenges for the Asian students are tougher and more challenging to make regarding both school and non-school factors. Other than the academic factors, there are several non-school factors that affect the students' lives out here in this unknown land. These students are mostly graduate students of young adulthood, from south-east Asian countries, who suffer from a lot of transitional adjustments. Adjustments to the new culture, managing finances, and even choosing a future career in such an uncertain situation are common issues that these international students have to deal with. How to lead their life now by adjusting to these challenges and how to make decisions about leading themselves in the future are questions that often plunge them into a situation of confusion. In such a situation of dilemma, they are confused about their future career, job prospects, living expenses, immigration issues, and all sorts of related issues.

According to Goleman's (2011) article in *HBR's 10 Must Reads on Leadership*,

EI is one crucial way that makes all effective leaders alike. In dealing with different types of leadership challenges, a high degree of EI is used by them to bring in leading changes. This concept of EI is important for the international students as it may help them to make effective social and emotional adjustments to become leaders of communities.

Goleman (2011) says that every individual is a leader of her of his own self, as they lead themselves in making decisions of critical real-life situations to move on in life. Goleman (2011) further illustrates “these five components (self-awareness, self-regulation, empathy, motivation, and social skill) that are embedded together in Emotional Intelligence can work solely or collectively to help individuals control their own emotional disruptions” (p. 3). For these multicultural international students who are making decisions in order to lead their own lives here in Ontario, the five components of EI is a good resource to be used in order to drive their own leadership. In addition to the academic factors, international students need to develop their self-awareness, motivation, and social skill.

With the growing rate of internationalization in Ontario’s universities, institutions are seen to provide the international students with the academic support; however, there remains a need to develop university policies that address EI and support students’ emotional and social development. These are some extremely important factors implanted within the concept of EI (such as motivation, self-awareness, empathy, social skill, etc.) and ignorance of these issues may lead to greater difficulties for the incoming students. These are social and emotional aspects that are equally important as the educational factors that should be taken into consideration as students are often seen to get traumatized with events regarding these dimensions. Duggal (2017) addresses the

newcomer students as refugees and claims that “Refugees are individuals with palpable faces traumatized heart who are colored by real-life stressful stories, tiring experiences, complicated settlement problems” (p. 773). The newcomer international students are seen to be stressed out with all sorts of worries draining them down.

Purpose of the Study

The purpose of this research is to study the EI of international graduate students of three similar-sized universities in Ontario and the policy role of the universities to assist in the development of the components of EI (such as motivation, self-awareness, empathy, social skill, etc.) that are indispensable for these graduate students in leading themselves. These are components that are very important for the international students in regulating, controlling, and redirecting their own disruptive emotions and impulses, and their impact on others.

The final model of recommendation is developed to help the universities reshape their international program policy. The model is like a framework that the institutions should follow to remodel their existing policies for the international students and come up with new approaches like emotional and mental health workshops, social-communication seminars, et cetera according to that model.

The helpful recommendations provided by this research are expected to provide the graduating students with support regarding the non-school factors which stand as key elements while making their adjustments. The key elements in making adjustments are the emotional and social entities because every individual is driven by her or his own cognition as well as the society as they dwell with that. With the change in context, the psychological and social factors need to be nurtured in order for them to adapt them in a

new environment. Due to this reason, it is vital for the institutions to aid these international graduate students with these key features.

Rationale for the Study

Through this research, I analyzed the different aspects of EI of the international graduate students and the institutions' strategies that provide such students with social and emotional support. The fundamental reason for this research is to explore the role of university international education policy in promoting EI among international graduating students.

Such a focus on EI may help international students to adjust to challenges and make future career decisions for their lives in Canada. Although academic and social intelligence are important dimensions, EI is also crucial to students' well-being as it strengthens every individual. That is, EI helps international students to cope with emotional challenges they may encounter during their lives at university. The five dimensions of EI are important to explore because components like self-regulation, empathy, and social skill are as important as academic intelligence and social capability (Goleman 2006). Goleman (2011) defines self-awareness as "the ability to recognize and understand your moods, emotions, and drives as well as their effect on others" (p. 6). Goleman (2011) further outlines empathy as the power of considering others' feelings and emotions and explains social skill as proficiency in managing relationships and building rapport.

The current research analyzes how universities help support international students' emotional competencies and overall mental health through university international educational policies that focus on EI. More specifically, it explores how the

three universities in Ontario that focus on internationalization facilitate international students with academic support and curriculum support that focuses on EI. Through this research, I looked critically into the international programs of three Ontario universities (Brock and two other universities) in the area of internationalization and explored their facilities for assisting these international students with emotional and social support (e.g., mental health and wellness clubs, workshops on emotional fitness, etc.).

Importance of the Study

EI helps these newcomer students (who are the graduate international students probably new to the country as well the university) to: increase their emotional self-awareness, emotional expression, and creativity; increase tolerance, trust, and integrity; improve relations; and eventually aid them in making social and psychological adjustments in this new place. Other than the academic perspective, “the emotional dimensions like self-awareness, controlling disruptive impulses, and managing interpersonal relations are key elements in regulating oneself, and the surrounding” writes (Goleman, 2011, p. 9). These are some very essential factors that are seen to be ignored, which gave rise to the importance of this research. Academic and curricular support is somewhat assured by the institutions, but the social and psychological provision are given little importance. The need for the institutions to develop their policies in these mental and social sectors is vital in order to meet the needs of the students.

Caldwell and Spinks (1988) defined self-managing schools “as one for which there has been significant and consistent decentralization to the school level of authority to make decisions related to the allocation of resources” (p. viii). The concept of self-managing schools was based on an appropriate strategy given that each school contains a

unique mix of needs, aptitudes, and aspirations of students (Caldwell, 2008). In order to augment the beneficence of self-managing schools, it is said “A system-wide framework for self-management is important. Leaders in self-managing schools will need to be adept at drawing on all of the resources of the community to meet expectations of the students” writes (Caldwell & Spinks, 1988, p. vii). Later, Caldwell (2008) explains the changing notions of self-regulation by saying “the concept of self-management will continue to change as schools will continue to change” (p.237). Along with the change in the educational framework, demands of students and the context communities of the school, there should be a realistic assessment and changes should be made accordingly in the school system (Caldwell, 2008; Caldwell & Spinks, 1988).

The AUCC’s (2011) *Trends in Higher Education* highlights the current scenario of Canada, stating that “Canadian universities are becoming increasingly internationalized; more universities are engaging in international research collaborations; more international students are coming from a larger number of countries;” (p. 15). The same report cites data for 2010, when international students represented approximately 18% of full-time master’s students. The greater representation of international students are at the graduate level. For example, the visa students represent about 2% of full-time undergraduate students in 4-year public universities and about 23% of full-time graduate students (AUCC, 2011). With the growing rate of the international programs being offered by the institutions and the greater number of students travelling to Canada universities need to support these international graduate students with their smooth settlement into Canada academically and also across psychosocial, non-academic issues such as EI. My study will hopefully encourage university policies to call for some

changes to facilitate such students and include more emotional and social skills (major components of EI) into their international education policies.

Scope and Limitations of the Study

Qualitative research is easily influenced by the researcher's personal biases and idiosyncrasies (Anderson, 2010). In the qualitative auto-ethnographic account I will try to share my personal experience and thoughts regarding my adjustments truthfully.

Qualter, Whiteley, Hutchinson, and Pope (2007) carried out a study to explore whether pupils with high EI cope better in their transition to high school. The study was carried out in order to judge the strength of the components of EI and how it assists the students during their transition. In support of the model of EI,

the results of the survey show that pupils with high/average levels of EI cope better with transition in terms of grade point average, self-worth, school attendance and behavior than pupils with low EI. In addition, pupils with low baseline EI scores responded positively to the intervention programme, although a negative change was noted in pupils with high baseline emotional intelligence. (Qualter et al, 2007, p. 92).

Likewise I also portrayed an account on how I used the components of EI during my own transition. I maintained a neutral position while sharing my views regarding the social and emotional services that I received from my university during my settlement here in Ontario.

I focused on the policies of only three universities in Ontario which enabled me to explore the information of those three universities only. This is a limitation because if I could focus on a larger number of universities, the data would have been broader.

Although each university will have several public policies to be analyzed, incorporation of other universities would add more extension to the results.

The recommendation model developed at the end of the study (see Appendix) looks at the scopes for the better settlement of the future international graduate students in Ontario by fostering the psychological and social factors with the help from their universities. The institutions that are focusing on the international programs should look to these recommendation guidelines in order to reshape their policies and help the international students with their social and emotional transition in a better manner.

Method

The research method involved a conceptual analysis of EI which built up to a constructive exploration. It looked into the previous notions of EI and also put into light the new paradigms and extensions of the EI concepts. The methodology further includes an analysis of the policy documents for the three institutions in Ontario in order to examine the support services for the international graduate students regarding their emotional sustenance in stressful situations of adjustments. The policy documents of these three universities that focus on the elements and pieces regarding the EI are analyzed extensively to determine the elements of deficiency for the students' emotional management.

An auto-ethnographic account was included in this study, which reflected on the personal narratives of the author regarding her own experience being an international student in Ontario. This account comprised the stories of her own traumatic situations and the remedies that helped her recuperate in order to deal with those stressful events. The data collected from all the three different types of analysis (conceptual, policy, and auto-

ethnographic) were examined through the creation of themes and codes to study the connections. Eventually, the analyzed results were linked together to develop a set of recommendations to aid the institutions as well as the future international students in order to make smooth adjustments with the emotional competencies and disruptive impulses. The sudden rise of international students gives rise to the importance of this study and this research was conducted for the benefit of the international students in all means for their emotional proficiencies.

Outline of Remainder of the Document

Chapter 1 has introduced the research area of the current study understanding the role of EI for the international graduate students in making their settlement. Chapter 2 provides a literature review. The historical background of internationalization is overviewed along with the background of international students' acculturation regarding their emotional dimensions. In this context, the necessity of the components of EI is explored extensively along with its connections to some past research in these areas. Then, an in-depth study of the conceptual framework of EI posited by Daniel Goleman is also introduced in this section.

Chapter 3 introduces the research methodology and procedures. This research design involves a qualitative analysis of the policy documents of three different institutions regarding their policies for the international graduate students to support EI development. This chapter also includes auto-ethnography as another research method which is an account of my own experiences of emotional adjustments in Ontario.

Chapter 4 elaborates on the process of data coding and analysis (conceptual analysis of the theories of emotional intelligence, policy analysis of the institutional

policy documents and auto-ethnographic analysis of my narrative account) used in developing the recommendation model. Then, it comprises an account of the research findings.

Chapter 5 summarizes the concluding ideas with a note on the implications of the research for education and future theory and studies. Then, it is followed by the dissemination of the research results. Finally, the recommendation model will aim to encourage institutions to further develop and remodel their institutional policies to provide further support for international students' emotional and mental health.

CHAPTER TWO: LITERATURE REVIEW

This chapter provides an overview of the current study, a historical background, and review of previous research that were conducted relating to the concept of Emotional Intelligence (EI). It also includes the institutions' international policies that are in place in order to support the international graduate students to develop their EI components. It consists of an explanation of the conceptual framework of the several models and theories of EI followed by an in-depth literature review based on the past research and historical background of EI. The concepts, history, and literature are reviewed extensively in order to shape a guideline for the research. Finally, this chapter winds up with all the research questions of this current research that are explored in order to meet the research purpose and the final prospects.

Conceptual Framework

The conceptual exploration vividly portrays the concepts and models of EI established by the EI experts and further develops to a constructive analysis. Following the conceptual framework are the sections examining past research and previous histories based on EI to further strengthen the constructive analysis.

Emotional Intelligence

The significance of EI strengthens as “the subject of emotional intelligence continues to receive attention in the world even today especially in the field of education” writes (Pool & Qualter 2018, p. xiii). EI can be defined as “ the ability to sense, understand, value and effectively apply the power of emotions as a source of human energy, information, trust, creativity and influence” (Goleman, 2006, p.68). The five components (self-awareness, self-regulation, empathy, motivation, and social skill) that

are embedded within EI may work solely or collectively to help the multicultural international students here in Ontario in several adverse situations. Clayton (2012) on the other hand states

Goleman's recent work identifies four components of EI (self-awareness, self-management, social-awareness, relationship management), whilst his earliest writing on the subject identifies five. Goleman's four or five competencies as practical skill sets that we can develop and put immediately to use. (para. 2)

This research will aim to explore the five aspects of EI that Goleman discovered.

Previously, the framework of EI focused on the five components. These are components of Self-awareness (ability to recognize one's own mood emotions and drives as well as their effect on others); Self-regulation (ability to control or redirect disruptive impulses and moods); Motivation (a passion to work for reasons that go beyond money or status); Empathy (ability to understand the emotional makeup of other people); and Social skill (proficiency in managing relationship with others and building rapport). They are the key factors in shaping our destiny and they are to be valued more than IQ as expressed by Goleman (2011). Reports from the frontiers of psychology and neuroscience offer startling new insight into our "two minds"—the rational and the emotional—and the dominance of EI on both (Clayton, 2012; Goleman, 2006).

Drifting from the previous notion, the "Emotional Intelligence Domain" was constructed, which focused on four streams: personal competence (capacity to manage one's own-self); self-awareness/self-management from the previous framework; social competence (the capacity to manage relationships with others); and social awareness/relationship management, which gave it a new dimension (Mayer et al., 2011).

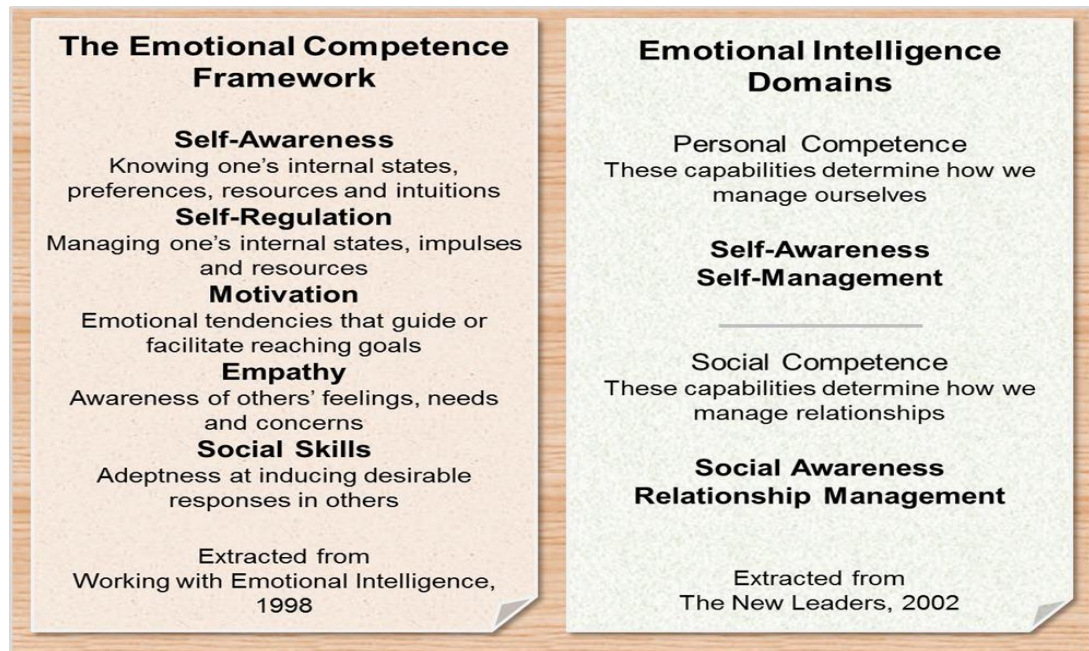


Figure 1. Daniel Goleman's EI models (Clayton, 2012, p. 1).

Moreover, other paradigms of EI include the ability to engage in sophisticated information processing about one's own and others' emotions and the ability to use this information as a guide to thinking and behavior. That is, individuals high in emotional intelligence pay attention to use, understand, and manage emotions, and these skills serve adaptive functions that potentially benefit themselves and others. (Goleman, 2011, p.20).

Goleman successfully brought EI into the public arena. Redefining Goleman's two existing frameworks, Mayer and Salovey constructed a new model of EI which was made popular by Goleman himself. Mayer and Salovey's model included four different aptitudes of EI: perceiving emotion, using emotion, understanding emotion, and managing emotion. The Mayer and Salovey model of EI included four sub-groups (Clayton, 2012; Mayer et al., 2011).

1. Perception, Appraisal, and Expression of Emotion.
2. Emotional Facilitation of Thinking.
3. Understanding and Analyzing Emotions; Employing Emotional Knowledge.
4. Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth.

According to Mayer et al. (2011) model of EI there are four aspects of emotions:

- Perceiving Emotion: Can identify emotions in faces and pictures.
- Using Emotion: Can harness emotional information and directionality to enhance thinking.
- Understanding Emotion: Can comprehend emotional information about relationships, transition from one emotion to another, and linguistic information about emotions.

- Managing Emotion: Can manage emotions and emotional relationships for personal and interpersonal growth.

All the frameworks by Goleman (2006) Mayer et al. (2011) are to guide individuals with their own emotional dilemmas and instabilities. Aspects directed towards self-awareness, self-motivation, and motivation if viewed as intrinsic are all arousal of emotions within a human being, except for social skill and empathy which refer to group-related skills. The new facets of perceiving, using, understanding and managing emotion are the culmination of both emotional and social entities incorporated within each other.

Clayton (2012) urges that Goleman's model clearly distinguishes the intra-personal and the inter-personal domains (a distinction also drawn by Howard Gardner, founder of the theory of multiple intelligences). Mayer and Salovey's model resolutely does not. So, Clayton combined the two models and created a new model, which is a combination of the four concepts of EI by Daniel Goleman and the four propensities by Mayer et al. (2011). See Figure 2.

While focusing on aspects of EI, age plays a dominant role and Bosacki (2012) emphasizes that "adolescence is one of the most pivotal time where interpersonal relations and identity formation are classical developments" (p. 9). Bosacki (2012) cites Stanley Hall (1904) who says that at this age when youths shift their energy from themselves to social relationships, they experience the "storm" and "stress" of life. When society is unknown, this shift is even more treacherous. To cope up with their inter-personal and intra-personal domain of emotions, in making these sort of shifts the international students can be well aided by themselves using their EI.

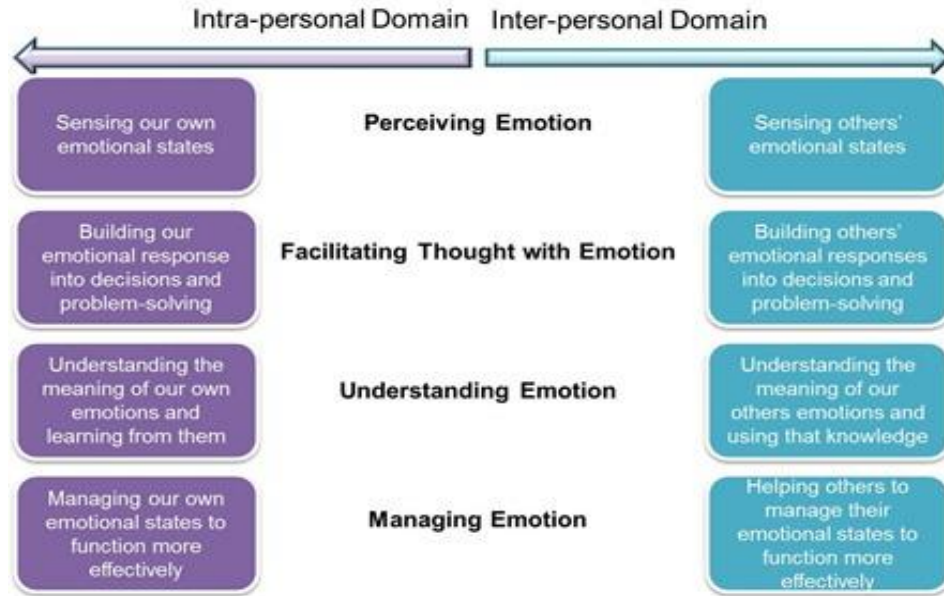


Figure 2. Clayton's combined model of EI (Clayton, 2012, p. 3).

It appears to be very difficult for the international students in managing their emotions while adjusting at the crucial stage of adolescence because of such a great diversity from their region to that of Ontario in all almost every aspect of life. Taking this aspect of age under major consideration, “recent evidence suggests that emotional understanding continues to develop during early adolescence and beyond, particularly the understanding of complex and ambiguous emotion” (Bosacki, 2016, p. 5). Other than the simple emotions, complex socio-moral emotions are understood by this age group by their surrounding people’s beliefs and societal and cultural norms.

Other influencing factors, including “cultural conditions, such as differences in terminology and language, have also contributed to a ‘gap’ between neuroscience and education that has shielded some distortions from scrutiny” (Howard-Jones, 2014, Abstract). Communication plays an important role under all cultural conditions to develop in a way to gather education. Bridging the gap between the neuroscience and the dimensions of education can be resolved through proper scientific and cultural communication. The recent development of these neuromyths are due to the distorted messages that are created due to lack of communication (Howard-Jones 2014). In the future, the establishment of a new field of inquiry that is dedicated to bridging neuroscience and education may help to inform and to improve these communications (Howard-Jones, 2014).

Seligman (2011) introduced the PERMA model based on the well-being theory that “denies that the topic of positive psychology is a real thing: rather the topic is a construct—well-being—which in turn has several measurable elements, each a real thing, each contributing to well-being, but none defining well-being” (p. 20). The PERMA model identifies five essential elements of well-being: Positive Emotions (P);

Engagements (E); Positive Relationships (R); Meaning (M); Achievement/
Accomplishment (A).

In support of the model of happiness and well-being, Seligman (2011) indicates that “by focusing on the five elements of the PERMA model, we can flourish in life, and discover happiness” (p. 71). These five elements of the PERMA model help human beings realize the values of those optimistic aspects and reject the negative impulses caused by the intruding stress of their daily lives. It gives human beings the starting point of a new life with new thoughts of emotions, hopes, and positive relationships. People tend to feel more accomplished, which encourages them to build new relationships and communities (Seligman, 2011). See Figure 3.

Historical Background and Past Research

This section includes an extensive account of the previous researches that were conducted in the area of emotional intelligence. These resources are studied to add in to the conceptual analysis and strengthen the framework.

Paradigms of Emotional Intelligence

Fabio and Kenny (2019) focus on two models of EI: ability-based (Mayer & Salovey, 1997) and self-report. Ability-based models focus on the cognitive dimensions of EI; for example, the abilities required to accurately interpret emotional information (Mayer, Salovey, & Caruso, 2000). In contrast to the ability-based models, the “self-report EI models focus on the subjective experience of emotion and the self-evaluation of one’s own emotional and social skills” (Fabio & Kenny, 2019, p. 2), whereas the Bar-On (1997) self-report model of EI assesses one’s self-perception of the emotional and social competencies that influence how individuals understand themselves, interact with other people, and cope with environmental challenges.

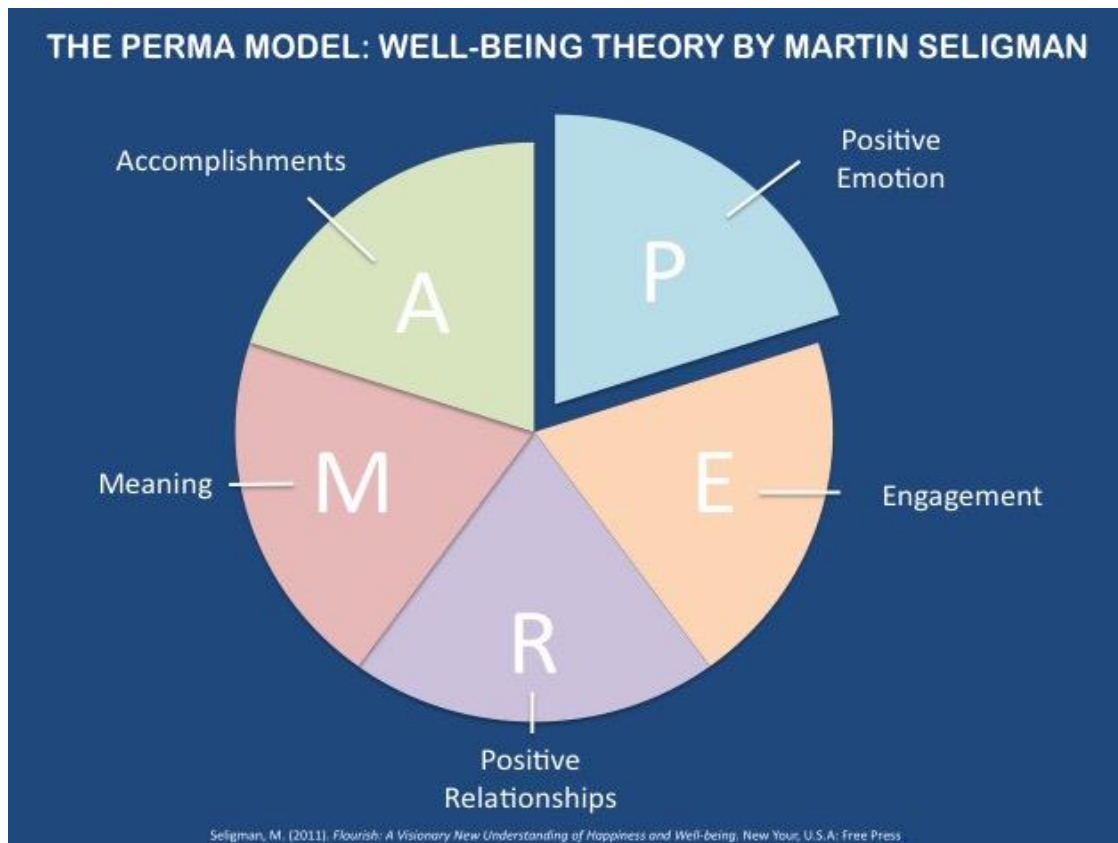


Figure 3. The PERMA model (Seligman, 2011, p. 19).

Fabio and Kenny (2019) developed a comprehensive model known as trait EI or trait emotional self-efficacy, which encompasses 15 varied aspects or dimensions of EI, such as “emotional expression, emotional regulation, and self-motivation, that were identified through a content analysis of dominant models of EI” (p. 2). This model represents a constellation of interrelated self-perceived emotion-related dispositions and competencies that are assessed through questionnaires and rating scales in this research. Further research has found that the items comprising 13 of the 15 facets of trait EI load on four oblique factors: Well-Being, Self-Control, Emotionality, and Sociability (Fabio & Kenny, 2019). Trait EI has emerged as one promising psychological resource that can be developed through early intervention and primary prevention and is important for individual and organizational health.

Chen and Zhou (2019) used developmental functionalism and bio-ecological models to create two theoretical models in their study of emotional development in a sample group ranging from early to middle adulthood. The primary model based on the life span of emotional development focused on “the functions of discrete emotions vary across the life span by developmental changes in an individual’s tasks, challenges, and opportunities” writes (Chen & Zhou, 2019, p. 1112).

The second theoretical model, “Bronfenbrenner’s bio-ecological model of human development (Bronfenbrenner & Morris, 2006), provides theoretical support for three mechanisms that can influence emotional development in adulthood” (Chen & Zhou, 2019, p. 1112). They include the transactions between individuals and their environment, individuals being influenced by their context, and thirdly the interaction between the contextual system that is affecting the individuals, and their pattern of emotional

expressivity. Chen and Zhou while winding up their research come across several consequences and say “our results suggest that early to-middle adulthood is a rich area for examining the effects of culture on emotional processes” (2019, p. 1113). It implies that the emotional processes are more likely to be influenced by the cultural dominance compared to that of the biological influence that occurs along with age.

Two recent studies on EI gave an insight on the question of how general intelligence and EI impact students’ academic and social abilities. Song et al. (2010) studied the impact of general mental ability (GMA) and EI on students’ academic and social performance. While GMA and EI both influence academic performance, GMA was found to be a stronger predictor of academic performance than EI. However, only EI was related to the quality of the social interactions with peers. So, the study shows that EI is important for the development of the social skills which will facilitate them during their settlement and cultural adjustments.

The second study focused on the question of whether EI can be taught or not. Participants in a study by Nelis, Quoidbach, Mikolajczak, and Hansenne (2009) were divided into two groups: one group received an EI training of four group sessions of 2-1/2 hours each; the other group did not receive any training. After the treatment was completed, the training group showed a significant increase in emotion identification and EI development compared to the control group. After 6 months, the training group still had the same improvement on emotional dimensions, but the control group showed no change. This study clearly shows that EI can be taught or shaped, and institutions must emphasize this aspect by conducting training problems and workshops to help the unstable students to develop their EI. Workshops and training sessions to instill and

nurture the components of EI will greatly benefit international students who are suffering from several stressful situations regarding their settlement.

Emotional Intelligence as a Transition Element

James (2014) conducted a study examining how EI helps to develop the ability to identify, process, and manage emotions to affect positive behavior and how it must play an important role during the primary transitional year for the students. This mixed method study was designed to answer the question by thoroughly investigating the connections between EI in the first year experience of the students at a Canadian university. Findings revealed that there is no significant connection between the students' EI level and academic performance but a few significant connections between the students' EI non-academic performance. However, it is implied from the results that “there is a strong connection between the students' transitional experiences and changes in EI as the EI scored increased along with time” says (James, 2014, p. iv). Another interesting finding is that the EI scores for females and males were different in some facets showing differences in their ways of emotional and social engagement.

Research conducted by Koveshnikov, Wechtler, and Dejoux (2014), titled “Cross-Cultural Adjustment of Expatriates: The Role of Emotional Intelligence and Gender” published in the *Journal of World Business* and incorporated in the Emotional Intelligence Consortium website, examined the role of EI in cross-cultural adjustments of expatriates. There were 269 participants from 133 different countries. The independent variable EI was measured using SSEIT, a self-report instrument for measuring expression, regulation, and emotion. The dependent variable, the cross-cultural adjustment, was measured from the point of view of the expatriate based on three factors: general adjustment, interactional adjustment,

and work adjustment. Cultural similarity and prior international experience were used as control variables. The results revealed a significant and positive relationship between EI and expatriates' cultural adjustment. This finding suggests that it may be beneficial for organizations to focus on EI as a factor required for their cross-cultural adjustments.

Qualter et al. (2007) carried out a study to explore whether pupils with high EI cope better in their transition to high school. The study was carried out to judge the strength of the components of EI and how it assists the students during their transition. After in-depth research, the results of the survey shows

pupils with high/average levels of EI cope better with transition in terms of grade point average, self-worth, school attendance and behavior than pupils with low EI. Also, pupils with low baseline EI scores responded positively to the intervention program, although a negative change was noted in pupils with high baseline emotional intelligence. (Qualter et al., 2007, p. 91).

Cantin, Brendgen, Dussault, and Vitaro (2019) carried out a study to examine the extent to which lower likeability at the group level and lower friendship involvement can explain the bidirectional links between adolescents' own and their friends' victimization over time. They applied a cross-lagged path model to a large group of adolescents. Participants were asked to identify same-grade friends within their school; classroom peer nominations were used to assess participants' likeability as well as participants' and friends' level of peer victimization. Finally, the results showed that bidirectional associations between adolescents' own and their friends' victimization by peers within the first year of secondary school. This research shows that in the stage of adolescents, when the role of peer victimization is quite dominant, levels of friendship and likability can link together can work as a mediating role.

Interpersonal relationship within the context plays an important role as the adolescents go through mental and behavioral changes at this point (Cantin et al., 2019). To fight with the victimization, the role of friendship, and likeability was mediating for the adolescents.

Literature Review

The literature review comprises of a broad account of literature based on internationalization, global and cultural assimilation, and cultural and gender roles regarding to emotional management, emotional competencies of young adults, societal roles for emotional regulation, and all other areas that align with this research.

Internationalization: A Global Policy

Ontario's *International Postsecondary Education Strategy* (Ministry of Advanced Education and Skills Development [MAESD], 2018) states that "international students account for over 15 percent of all students enrolled in public postsecondary institutions in the province" (p. 1). With this vibrant international student enrollment comes the need for a renewed international postsecondary education strategy for Ontario, which is done through vital linkages between education, innovation, and the economy. The foundation underneath the strategy is to strengthen the international recruitment and retention, support the country's economic growth by meeting the needs of the 21st-century global learners (MAESD, 2018).

The *Internationalization Statement of Principles for Canadian Educational Institutions* (Canadian Bureau for International Education [CBIE], 2016) explicitly states that the internationalization of education can be defined as the process of integrating international, intercultural, and global dimensions and perspectives into the purpose, functions, and delivery of education. Internationalization shapes institutional values,

influences external relations and partnerships, and impacts upon the entire educational institution. Additionally, internationalization aims to educate students as global citizens, including attributes of openness to and understanding of other worldviews, empathy for people with different backgrounds and experience to oneself, the capacity to value diversity, and respect for indigenous peoples and knowledge. Given the imperative of international education in the 21st century, the Internationalization Leaders Network (ILN) believes that this statement of principles is necessary during a time of unprecedented globalization and international mobility, where the growth of international education is being driven by a mixture of cultural, educational, economic and philanthropic factors.

Every year a large number of international students are flying to Canada from all over the world to pursue their future goals in a multicultural global setting. As a dominance of neoliberalism, “globalization is the context of economic trends that are part of the reality of the 21st century, and internationalization includes the policies and practices undertaken by academic systems and institutions—and even individuals—to cope with the global academic environment” (Altbach & Knight, 2007, p. 291). The concept of internationalization focuses more on the academic paradigm, whereas globalization emphasizes on the market and economy—but is it still the case today? Qiang (2003) highlights the aspect of commercialization in higher education and illustrates “the fact that higher education has now become a real part of the globalization process: the cross-border matching of supply and demand” (p. 249).

Reframing of the governmental and non-governmental policies is another major strategy that is addressing the roar of internationalization. In alignment to this policy

reconstruction,

in 2011, the Canadian federal government announced plans to develop and launch Canada's first international education strategy, including the creation of an advisory panel. The panel's 2012 report outlines a balanced strategy to increase international student recruitment while also supporting the international mobility of Canadian students. (Trilokekar & Jones, 2013, p. 17).

The educational policies of Canada are being shaped to support internationalization and further provoke the international students in coming to Canada. The importance of this issue is reflected as the government comes up with a new policy and the institutions are asked to follow the new framework in order to attract more students.

Recent statistics and research shows that internationalization is fuelling up greatly in Canada and Ontario is the province that is playing the leading role in internationalizing its universities. Ontario's *International Postsecondary Education Strategy* (MAESD, 2018) explicitly illustrates "the ministry estimates that by 2022, if current trends continue, international enrolments will account for roughly 20 percent of all postsecondary enrolments in the province" (p. 6). This research focuses on the international students of the Ontario universities as they are large in number and this shifting paradigm from academics to economics is not only affecting the support service they receive along with it, but also increasing their challenges of adaptation. The reflection of policy restructuring is seen at both federal and provincial levels as "The Canadian federal government has also developed initiatives backed by new policies aimed at facilitating the entry and transition of international students" (Williams, Williams, Arbuckle, Walton-Roberts, & Hennebry, 2015, p. 8).

This rising notion of “internationalization is growing in importance at all levels,” said Hans de Wit, director of Boston College’s Center for International Higher Education, (Redden, 2016, para. 2). Canadian universities are participating in a broader range of international activities than in the past, and international students from all over the world are flying to Canada to achieve their goals. To support that, Canada welcomes students from across the globe, with 266,620 international students currently enrolled across the country (Statistics Canada, 2016). Within Canada, Ontario is the prime location, perhaps because of its suitable weather, multicultural population, or other benefits that attract the most students. Several universities in Ontario are focusing on getting more and more international students by strengthening their international program policies.

According to the Council of Ontario Universities (2012), the government is working on doubling the number of full-time international students in Ontario through the past decade. International students contribute significantly to excellence in education and research, bringing a diversity of perspectives, experiences and languages that enhance the learning environment on our campuses. International students provide a significant economic boost to the province, contributing almost \$3 billion annually to Ontario’s economy. According to a 2011-2012 annual financial report of the government of Canada, international students pursuing their education in Canada created more than 81,000 jobs and generated more than \$445 million in government revenue (Department of Finance Canada, 2012). To help attract top talent from across the globe to the province, Ontario universities are working with the provincial government to develop more international strategies.

In the *International Journal of Evaluation and Research in Education*, Jibeen and Khan (2015) state that

Internationalization of higher education is the top stage among universities and is

means to improve the quality of education. The knowledge acquisition, mobilization of talent in support of global research, and enchantment of the multicultural curriculum with international content are considered to be the benefits of internationalization of higher education. (p.196)

This consent of critically improved education in a multicultural, global setting draws many students from different countries to pursue their higher education in North American universities. Leaving their traditional curriculum behind, contemporary students are inclining towards progressivism, critical pedagogy, multicultural classrooms, et cetera. The strong motive of globalization and the high standard of international programs of the Canadian universities are convincing enough to draw students from all over the world and pursue them to enroll in their cohort programs (Jibeen & Khan, 2015; Redden, 2016).

This inflow of students from all over the world reflects “an era of the widespread neoliberal ideology underpinning the organizational field of education, where universities are thrust into developing revenue generating education systems” (Plumb, 2018, p. iv). This refers to the modified form of liberalism that is favouring the free market capitalism and as a result, is affecting every sector, including education. The ramping up of internationalization through international student programs is undeniable when looking at the growing number of international students in the Canadian universities today. This growing approach “indicated several persistent problems, including a neoliberal approach that treats internationalization as a marketing strategy, limited internationalization of the curriculum, and gaps between the internationalization policy and the experience of international students” (Guo & Guo, 2017, p. 866).

Cultural Assimilation and Global Education

Lu et al. (2018) carried out research focusing on the aspects of good adjustments of Chinese international graduate students. Results of the studies show that “academic and sociocultural challenges tended to be temporary, whereas social and employment challenges tended to be more long-standing” (Lu et al., 2018, p. 998). Other than these, the research results also showed that emotional and psychological well-being along with sociocultural difficulties are great challenges that the international students have to fight with. For the international students, the challenges are more compared to others. This is because of their experiences of social isolation and employment barriers. Lu et al. (2018) shed further light on the issue and say that “in their narratives, they tend to attribute individual challenges to psychological (e.g., personality, motivation, effort) and cultural factors (e.g., language barriers)” (p. 998) which are challenges unique to the international students.

Cooper and Yarbrough (2016) carried out research using the bio-cultural model of human adaptation and photo-voice methodology, to study the reflecting behaviour of the physical or mental health of Asian-Indian female international students. The photographs and the narratives of the students showed that one of the greatest challenges was “addressing fear and anxiety related to loneliness and separation from home and family” (Cooper & Yarbrough, 2016, p. 1045) which was depicted in the photos of several participants. For these students, mental/emotional wellness and competencies are more important because of the diverse change between the current context and culture compared to the one of their home. Cooper and Yarbrough (2016) say that several participants presented pictures “representing loneliness mixed with some degree of

anxiety” (p. 1045). Emotional makeup is an important aspect for these students’ adjustments because otherwise they suffer from psychological disorders as many of them come from very crowded cities and are plunged into loneliness as they land here. Support services for these emotional aspects are really important because stress is associated with academia and work which needs proper balance and nurture (Cooper & Yarbrough, 2016)

As cited in the *Canadian Journal of Higher Education*, Calder et al. (2016) highlight that the university services for international students include pedagogical and curriculum support, orientation, designated support staff or offices, academic advisers/support, and international clubs. Many institutions offer no pedagogical support, although international students might be unfamiliar with Canadian curriculum, teaching, and evaluation methods; technology use; and different instructor-student relationships. Students might also suffer from stressful situations where they need emotional and social support that is often ignored by the institutions. They suffer from cultural barriers, loneliness, and other non-school factors which need some support for their emotional and social perspectives.

To help these international students, Ontario must also focus on improving the student experience. “With students seeking not only academic knowledge but also to gain cultural experience, the opportunity to integrate and interact with domestic students is a key attractor—backed by the right mix of supports and services” (MAESD, 2018, p. 13). This clearly shows the need and demand of the students that exceeds the educational perspectives towards the need of cultural and psychological factors.

One of the most common problems that the graduate international newcomers suffer is the cultural barrier. Being born and brought up in their native culture makes it

hard for them to accustom themselves to the cultural and social norms of this new community. The course of settling down in a new land is challenging as “Intercultural adaptation is not a linear process” (Liu, 2016, p. 2). In his statement, Liu (2016) clarifies how difficult it is for the international students to adjust and get accustomed to a foreign culture. He carries out research and the results reflect issues of culture shock, and difficulties of adapting to a new land, depression et cetera. According to him, these international students suffer when making social and emotional adjustments as they operate within an unknown social and cultural environment.

In association to this issue of international student flow, a NAFSA (Association of International Educators regarding the causes of international students’ departure from their institutions) study revealed that many international students leave or consider leaving their institutions due to a lack of integration into campus life, cultural, and academic difficulties, visa problems, financial challenges, restrictions on opportunities to work, and a mismatch between the expectations of students prior to enrollment and their experience once they arrive on campus. (Schulte & Choudaha, 2014, p. 53)

Schulte and Choudaha (2014) also say that institutions should also help students augment and coordinate support services for them across the campus, and help them integrate into campus life. This will eventually play a key role in their social and emotional makeup and help them integrate better.

Smith, Whiteside, Blanchard, and Martin (2013) illustrate an important element to Ontario’s plan which is “to enroll larger numbers of international students, is ensuring that Ontario’s universities provide a strong array of student support services” (p. 57). The

authors clearly describe the different types of support the international students seek, especially at the graduate and postgraduate level—starting from accommodation support, employment support, financial support, health, and wellness support, social and cultural support, and transition support. Furthermore, Smith et al. also talked about the availability of International student support services in the universities of Ontario and the rate in which they are being availed by the students. It is seen that services are lacking in several aspects and even within the available ones the rate of service usage and student satisfaction is lacking.

Role of Culture and Gender in Emotional Competencies

Zlotnick, Dryjanska, and Suckerman (2019) carried out a study to examine the association between acculturation and life satisfaction of immigrants. Results of the study show that “social expectations but not economic expectations were strongly linked to life satisfaction” (Zlotnick et al., 2019, p. 13). This indicates that social and cultural aspects play a much dominant role for immigrants from all diaspora compared to that of the economic benefits. Cultural and social assimilation with the host country increases the life satisfaction for the immigrants. Other acculturation variables like self-identity and language acquisition are also associated with the immigrants’ life satisfaction (Zlotnick et al., 2019). Immigrants who can create their own identity in the new culture and can acquire the foreign language feel less alienated which increases their level of life satisfaction and level of adaptability in the English speaking countries. Cultural domination is a factor that affects immigrants from all countries to shape their self-identity and life-satisfaction.

For the international graduate students coming over to the English-speaking

countries, cultural heritage and gender play a dominant role similar to these immigrants. Aspects like self-identity and life satisfaction are related to components of EI like self-awareness, self-regulation, and motivation. Cultural and social assimilation in foreign land helps international graduate students build their self-identity and gain more life satisfaction. Misconnection between oneself and the surrounding culture affects these international graduate students by breaking them down emotionally. Emotional elements within them like self-regulation and motivation gets affected making their acculturation process more and more difficult.

The Theory of Mind (ToM) connects well to EI because of certain elements like empathy and perspective-taking, which align well with the components of EI. As EI also consists of components like empathy, motivation, and self-awareness, ToM is very relevant to this study. ToM focuses on the theories of mind which transmit to characteristics like emotional competencies and self-perception. A vivid overlapping of these elements with the components of EI can be figured which makes ToM highly relevant.

The role of gender and culture is dominant in our emotions, but Bosacki (2016) illustrates that “research on gender-related differences in Theory of Mind (ToM) is mixed and contradictory” (p. 192). This is because some ToM studies show that young females’ self-perception tends to focus on social attributes then emotional competencies compared to that of males. Some other recent research shows the majority of young females and increasingly males struggle to develop a sense of positive self, due to the cultural stereotypes, making their thoughts increasingly negative (Bosacki, 2016). Emotional competencies might be impacted this way as “gender and cultural identity and gender-

role orientation may influence young people's ability to understand the mental, emotional, social, moral and spiritual lives of others" (Bosacki, 2016, p. 7). Some studies show girls have a higher level of emotional understanding while others show boys possess more emotional understanding. Other than gender, research found differences in gender and cultural diversity within the area of social cognitive development (Bosacki, 2016).

Looking at the cognitive domains, it can be seen "among the psychological variables connected to well-being, relational quality and social support have a well-established and fundamental role in healthy functioning for organizations and individuals across the life course" (Fabio & Kenny, 2019, p. 6). The developmental-contextual model highlights the contributions of healthy social relationships across family, school, community, and work contexts for academic success and productive contributions in work and society. Positive workplace relationships have been associated with numerous positive effects, including employee communication, motivation, physical health, work performance, team cohesion, effective communication and organizational commitment (Fabio & Kenny, 2019). Furthermore, Fabio and Kenny (2019) looking into other possible factors state

PRM emphasizes the importance of relationality, respect, and caring toward oneself and others in the relationships and includes three aspects: respect (my respect for others, the respect of others for me, my respect for myself), caring (my care for others, the care of others for me, my care for myself), and connectedness (my connectedness with family members, with friends, with significant others, and their perceived connectedness with me). (p. 6)

These dimensions represent the dialect of self in relationship and are hypothesized to be important for adaptive relational functioning while meeting life challenges. Culture and social relationship play a dominant role in developing and maintain the emotional challenges as it creates a balance of relationship among one's own self as well as the surrounding.

Bosacki (2016) states that a very strong link has been demonstrated between the self-cognition and social behavior of young people. The majority of the studies in this sector revealed that “positive feelings of self-worth are related to positive social experiences and pro-social behavior” (Bosacki, 2016, p. 137). Moreover, a positive relation between young people's self-concept, social competence, peer acceptance, and victimization (Bosacki, 2016) plays a vital role to their emotional and affective development. Bosacki (2016) demonstrates the results of several types of studies carried on young people's mental states, language and social interaction that found “the understanding of mental states in others is reflected by the use of metacognitive” (p.136) which refers to what they believe, think and know. All these have a strong implication on these young people's mental states and interpersonal relations. Social and cultural acceptance has a positive effect on their emotional competencies, whereas ambiguities of social exclusion, silences, and withdrawal such as shyness and unsociability disrupt their emotional competencies (Bosacki, 2016).

Furthermore, psycholinguistic research explores how gender and ethnicity influence the effective communication of the youth and “research suggests that emerging adolescents' sense of identity may influence their developing sense of self particularly ethnicity and gender” (Bosacki, 2016, p. 5). In her book, Bosacki (2016) talks about the

multi-faceted, holistic approaches that aim to integrate all aspects of a young person's sense of self. Creating a caring curriculum to promote connectivity in classroom, creating scopes for communication in order to facilitate psychological comfort, developing classroom strategies to foster emotional strength, resilience, and sensitivity are important paradigms that educators and researchers are increasingly concerned about to promote young people's psychological and emotional health.

For the better development of both psychological and social abilities, Bosacki (2016) suggests that "to promote the development of self-knowledge and the awareness of mental states in both self and others the key strategies to be focused are societal and cultural understanding and community connections" (p. 292). Educators and administrators are expected to address these areas through the implementation of learning activities that promote balance, inclusion, and relationships within a supportive, compassionate, and caring environment so that the young people develop a positive sense of self and to form a trusting, secure relationships with themselves and others (Bosacki, 2016). To aid the international graduate students to develop such community connections for the intercultural understanding, the institution and educators are expected to play such a facilitating role.

Emotional Competencies and Mental Health of Young Adults

The role of EI is vital in making social and emotional adjustments as its dimensions play a crucial role in developing one's own self with components of self-awareness, motivation, and social skills (Goleman, 2006). The components of EI are indispensable for these students as they are the upcoming leaders' of tomorrow in leading themselves and others (Tracy, 2017). EI is a set of qualities or competencies that captures a broad collection

of individual skills and dispositions that are outside the traditional thought of knowledge like professional skills, technical knowledge, or academic intelligence. Brackett, Rivers, and Salovey (2011) illustrate that emotions are an intrinsic part of our biological makeup and help regulate ourselves during various stressful situations and influence our behaviour to cope with stressful situations.

Blakemore (2018) states that all our characteristics are reflections of important stages of our brain development. Referring to this age group, she says “Adolescence isn’t an aberration; it is a crucial stage of our becoming individuals and human beings (Blakemore, 2018, p. 13). She also says that the start of adolescence is measured biologically but the end is done socially or may be arbitrary. She explains that the age of adolescence is seen differently in western culture and the other culture. Some perceive it to approach along with puberty but many others see it as the age of change and adjustment to the culture around which even include parents and family. Young people who are in their 20s and even later are in that stage of development where are constantly fighting with the thought of being accepted or not by the society at times even by parents. The development of the brain is merely a physical aspect but, during this period it is more of cultural and emotional development (Blakemore, 2018).

Kong, Gong, Sajjad, Yang, and Zhao (2019) investigated the role of social support and affective experience in the relationship between EI and life satisfaction. The study included a large group of Chinese adult participants who completed the Wong Law Emotional Intelligence Scale, the multi-dimensional scale of perceived social support, the Positive Affect and Negative Affect Scale, and the Satisfaction with Life Scale. As a result it is seen that “structural equation modeling demonstrated that social support,

positive affect and negative affect independently mediated the effect of trait emotional intelligence on life satisfaction, consistent with the social network and affective meditation models” (Kong et al., 2019, Discussion section). The study states that for young adults as well as general adults EI plays a vital role in shaping their satisfaction of day to day life and activities.

Psychological and social impulses play a vital role as “the complexity of self and surrounding emotions tends to focus on the young individual’s ability to recognize themselves, and other people as psychological and emotional beings” (Bosacki, 2016, p. 83). The emotional self, referring to one’s self-development and emotional regulation especially in the stage of adolescence and young adulthood is met with regulatory and coping behaviours carved from individual thoughts and experiences and attachment relations. Young people may self-evaluate themselves depending on how others judge their actions.

Bosacki (2016) further illustrates the importance of virtues and principles and says “the moral imperatives derived from spiritual beliefs may impact their attitudes and behaviors leading to positive or negative self-adjustment” (p. 87). Complex emotional understanding might hinder the cognitive abilities but linkage between the emotional and social abilities might be helpful for this age group of early adolescence and young adulthood. Due to this reason, “to a large extent emotional processes help to guide young people’s social interactions and relationships and are needed to help create constructive solutions in personally and socially challenging situations” (Bosacki, 2016, p. 96). This means that the multidimensional process of self-image negotiation and co-construction with others help to shape our social, cognitive and emotional worlds (Bosacki, 2016).

Cultural, Sexual, and Socio-Emotional Aspects of International Students

Alqudayri and Gounko (2018) portray the situation of a dominant Gulf country state that “students from Saudi Arabia experience unique challenges as they transition from a conservative gender-segregated environment to a liberal gender-mixed environment” (p. 1736). Their paper presents findings from a study which explored experiences of Saudi Arabian female graduate students studying in Canada. The results of the study reflect that female graduate students from Saudi Arabia face unique challenges related to adaptation to a new education environment and to managing cultural expectations of Saudi and Canadian communities. The findings also show that studying and living in Canada affected these female students’ values and changed the way they viewed themselves, their culture, and community.

Hsiu-Fen (2018) says that as the Canadian universities compete to attract international students, institutional academic ranking and a supportive campus become pivotal factors in international student recruitment. Coping strategies and supportive programs look towards the fact that involvement of “the women partners of international students develops various coping strategies for stress alleviation, such as personal strategies and community involvement” (Hsiu-Fen, 2018, p. 336). Hsiu-Fen also said that for females, the partners might reshape their personal identity, discover their talents and interests, develop cross-culture friendships, and even aid them to find a job.

Li and Tierney (2013) conducted a study to understand the preferences and experiences of international students in a Canadian master’s degree program. They collected data from 38 students in the program through a survey questionnaire, which asked research participants these questions: Why did they leave their own countries for

education? Why did they select Canada? Did they plan to stay in Canada after graduation? While answering these questions, participants revealed their thoughts that “Canada had quality education and a safe environment, and they believed that they had a positive experience of undertaking graduate studies in Canada. Over half of them indicated that they plan to stay in Canada upon graduation” (Li & Tierney, 2013, Conclusion section).

Lu et al. (2018) sought to identify what constitutes good adjustment for Chinese graduate international students. Lu et al. interviewed nine Chinese students in order to know about their adjustment challenges and their subjective appraisal of adjustment. The findings of their study showed “frequent long-standing challenges in social and professional domains. Furthermore, interviewees reported an ongoing evaluative process where they negotiated host culture participation expectations in the context of adjustment challenges to achieve a subjective sense of satisfaction” (Lul et al, 2018, p. 1001).

Sato and Hodge (2015) conducted another study to identify and analyze the views of exchange students from Asia about their academic and social experiences at an American university. The researchers carried out a demographic survey and two semi-structured interview on eight exchange students (four males and four females) from Japan. Research results show that social distance leads to academic struggles, feelings of isolation in group work, and collectivism positioned against individualism. These are some common challenges that are seen by almost all international students struggle with, but there are some exceptional cases as well.

Le, LaCost, and Wismer (2016) carried out a study to explore international female graduate students regarding their status as non-native learners and women in a society

with different gender norms than their home countries. The results of this study surprisingly showed a different response as the women shared a positive perception of the study abroad experience. From the participants' reflections the researchers discovered four different themes: "positive personal growth and development, support network, sense of belonging, and appreciation/gratitude" (Le et al., 2016, p. 135).

The Current Study

The current study focuses on a conceptual analysis of EI in international graduate students in Ontario and deeply explores the policy documents of three universities in Ontario regarding their facilities for the students' mental and social support. The emotional aspects are key as they play a vital role for the students' self-regulation and social interaction that are vital for their primary adjustment. The study also analyzes an auto-ethnographic account to look into these emotional entities through personal experiences.

Research Questions

The study's first research question asked: What kind of psychological challenges do the international graduate students face here in Ontario? How does EI help them to deal with those challenges? Previous studies and articles show that international students here in Ontario suffer from several challenges other than academic challenges; they also come across social and emotional adjustments. EI is a collective component where aspects like self-awareness, motivation, and social skill are embedded and used by these newcomers during these adaptations. How they use these components of EI are questions explored in this research.

The study's second research question asked: How do the three institutional

policies differ in regard to the non-school factors in terms of the provision for emotional and social support that may help the international graduate students to develop EI? The key question is to explore how three Ontario universities' international education policies help international graduate students to develop their emotional and social competencies that address acculturation challenges.

The study's third research question asked: How did I cope as an international student here in Ontario with the emotional and social adaptations and what supports I got from my enrolled institution? Another question is to reflect on my personal experiences, thoughts, and understandings that I had encountered after coming to Ontario as an international graduate student. It also focuses on my views and opinions regarding the institutional programs that helped me with my emotional and social transition and the lapses that I feel that the school should address for future students.

To explore these research questions, I focused on a qualitative method of conceptual analysis of EI, an in-depth policy analysis of the institutional documents of internationalization strategies, and a comprehensive account of my auto-ethnography, which is composed of my chronicles regarding my socio-psychological trials and adjustments. After a deep exploration, data on the different aspects of EI and the internationalization policies for the international students was gathered and used to develop a model of recommendation for the future benefit the students in making smooth adjustments regarding their emotional and social pieces.

Chapter Summary

Different sections of the literature review, historical background, past research based on internationalization; a global policy, cultural assimilation and global education;

emotional competencies and mental health of young adults; and cultural, sexual, and socio-emotional aspects of international students shows a vivid picture of the notions of internationalization and the emotional and social state of the international students coming from around the world to pursue their goals in Ontario institutions. The consequence of the investigation of the framework of EI and its extended parameters built a theoretical structure based on which instances and examples were drawn which showed how EI plays a vital role for the emotional makeup for the adolescents and young adults. Based on the key findings from the literature review and the historical background of past research, the study leads to the next section which looks into the procedures and methods for the current study.

CHAPTER THREE: METHODOLOGY AND PROCEDURES

This chapter outlines the research methodology of the study including the details of the qualitative research designs, data sources, participants, procedures, and ethical considerations. This research focus on three different types of analysis: conceptual analysis of emotional intelligence (EI), policy analysis of the institutional policy documents, and the auto-ethnographic analysis of my personal stories. Among these three, this chapter will primarily look into the details of the data collection methods which refers to the analysis of policy documents and the narrative account of my own experiences in the next chapter. The conceptual exploration is conducted in the previous chapter and the analysis will follow in the next chapter along with the other two analysis types. The research methodology and procedures outlined here are carried along through this research to reach the final results.

Methodology

After the analysis of the conceptual framework of EI in the previous section, qualitative research adopts a multiple analysis of public policy documents of the three Ontario universities to create a comparison and contrast. After an extensive analysis of the institutional strategies and guidelines, the qualitative research collects an ethnographic account of my own experiences. This comprises of a narrative log of my personal, real-life experiences.

To write this account of auto-ethnography, I primarily relied on my daily journal accounts. I reflected on my experiences from my everyday journals that I wrote during that period when I was going through those periods of transformation. While going through my journal entries of that time, I found that certain days I skipped several entries

maybe due to my academic work load or psychological stress. For those missed accounts, I sat down quietly, I gave some time to recall the experiences. During this research pathway, when I dedicated myself at least a total of 3 to 4 hours of writing every day, within then I gave extra time to reflect on those missing logs. I recorded all those eventful memories every time I got flashbacks and tried to incorporate them in my auto-ethnographic account. There were times when I was not with my writing pad or laptop, rather I was doing some other work which reminded me of a stressful incident from my previous acculturation period. I just rushed back to grab my writing tools and noted down a record of my experiences so that it didn't slip out of my head. For my everyday research process, I dedicated around 2 hours of writing, and uncountable hours of random research as the ideas around this research were always shooting all over my thoughts no matters what I was doing.

Data Sources and Participants

This research is based on qualitative research designs on three different types of analysis: conceptual analysis of EI, policy analysis of the institutional policy documents, and the auto-ethnographic analysis of my personal narratives. Jackson, Drummond, and Camara (2007) state that qualitative research is primarily concerned with the “understanding of human beings’ experiences in a humanistic, interpretive approach” (p. 22). The main focus of this research is to look into those areas of human involvement in the emotional and educational setting. Qualitative research is traced with an emphasis on “identifying diverse methodologies, including those focusing on analysis of text, and diverse forms of data collection along with criteria for evaluating qualitative research” (Creswell & Guetterman, 2019, p. 237). That is why the qualitative approach is chosen in

order to explore the dynamics comprehensively and deeply by analyzing the conceptual framework, personal narrations, and the policy documents.

Creswell (2012) states that research helps educators become better practitioners, and also provides information to policy makers when they research and debate educational topics. “Policy makers may range from federal government employees and state workers to local school board members and administrators, and they take positions on educational issues important to constituencies” (Creswell, 2012, p. 6). Research offers organized and summarized results to the policy makers based upon which policy manuals are created that are to be executed for the well-being of the institutions.

This research does not include any human participant, so the source of data is the policy documents. The data were collected after a deep exploration of the public policy documents for the three universities which are seen as participants. The data collected from the policy documents of these three institutions (Brock, Windsor, and York) were analyzed deeply to develop codes and are connected to the themes developed from the conceptual analysis of EI. The following section includes description of narration and personal experiences of myself. I am the only human participant without involving any other individuals and my stories added on to the themes of data resources of this study.

Policy documents refer to the online accessible public resources which include guidelines and strategies that these universities are following. A clear inclination towards the ongoing notion of internationalization is vividly reflected among these policies.

The CBIE’s (2016) *Internationalization Statement of Principles for Canadian Educational Institutions* states that the Internationalization Leaders Network (ILN), organized by the CBIE, has reviewed several documents pertaining to ethical principles

and practice in the field of international education, including CBIE's Code of Ethical Practice:

The ILN further believes that this statement of principles will be supportive of excellence in the policy and practice of internationalization at Canadian institutions. While these principles apply to all educational establishments, it is recognized that they will apply differently depending upon the academic mission of individual institutions. (CBIE, 2016, p. 1)

Data sources for this research are the policy documents of three universities in Ontario, and these policies are further analyzed and explored in the next section.

The upcoming ethnographic account highlights the incidents of emotional adjustments that I experienced during my settlement in Canada. Personal narratives of auto-ethnography refer to the personal experiences, opinions, and thoughts are shared qualitatively in the narrative research design (Ellis & Bochner, 1996). Such accounts include instances of my social and emotional acculturation and personal thoughts regarding the university policies that align well with this study.

In the auto-ethnographic section, I portray the academic experiences in connection to the emotional and psychological competencies. This refers to the challenging learning experiences in education that were vividly connected to elements of my EI like self-regulation, intrinsic motivation, stress management, and social interaction. Being enrolled in a program to pursue my higher education in Canada, I had to go through several challenges especially at the primary stages, like getting accustomed to the new educational system, different teaching practices, and different context, culture, and language. They might seem educational but they deeply connect to one's emotional

well-being. A high degree of EI worked like a miraculous key to deal with these transitional obstacles.

Experiences of my academic learning journey were connected with my emotional transition. The transition included elements of cultural transition, an academic transition, which collectively affected my emotional transition. Coming to Canada from a country like Bangladesh is itself a vast cultural transition. Bangladesh is a Muslim country dominated by the religion of Islam and its conservative notions, whereas Canada is a country based on a strong multicultural ideology, resulting in a diverse society, context, and people. The assumptions and norms upon which the Canadian culture is based upon are so fast and wide. Canadian people are humble and helpful compared to that of Bangladeshis but still it is very difficult for a young woman to adapt to this new cultural setting all alone. This is because the concept of culture is not just what we see in the surface; cultural norms and rules lie at much deeper levels which is very hard for newcomers to perceive. Hall (1976) developed an iceberg analogy of culture which shows that the external, or conscious, part of culture is what we can see and is the tip of the iceberg and includes behaviours and some beliefs. The internal, or subconscious, part of culture is below the surface of a society and includes some beliefs and the values and thought patterns that underlie behaviour. When one first enters a new culture, only the most overt behaviours are apparent. As one spends more time in that new culture, the underlying beliefs, values, and thought patterns that dictate that behaviour will be uncovered (Hall, 1976).

Other than this cultural transition and assimilation, I had to go through a great deal of academic alterations as well. The education system of Bangladesh is so different

from that of Canada in terms of curriculum, teaching methods, and practices. It was a very big transformation when I got enrolled in this Canadian university to pursue my master's program. Although I completed a master's program from Bangladesh, the transition to a new university and a new program in a new country is just a completely new experience. After starting my classes in the new university, at the beginning phases I was often stressed as I couldn't match up the teacher's expectations even after giving my greatest effort and hard work. It often broke me down emotionally because my bright academic records from the past seemed so valueless.

During this period of academic and cultural shift I was aided immensely by the components of my own EI. In order to adapt with my emotional transition which lied at the core of these all other sorts of changes I was assisted by reflecting on my self-regulation, self-awareness, motivation, social skill, and empathy—the five key components of EI. By discovering my own emotions, strengths, and weaknesses I did a self-assessment of myself which helped me draw some constructive criticisms and ways of improvement based on some drive of passion and motivation to overcome these ongoing hurdles. Developing of new relationship, empathetic rapport building played a vital role in holding me up during periods of emotional breakdown which was a regular course during the time of primary transition.

Further, the context is also important to the interpretation of data in qualitative research. In this research, the data collected from the public policy documents at the beginning of this section for the three universities in Ontario are explored comprehensively. Document analysis as such tends to be reliable as they are written down rules and regulations that are normally bounded within the context and are to be

followed. “The aim for policy analysis is to provide decision makers with information that can be used to make reasoned judgments in finding solutions to practical problems” (Delaney, 2017, p. 24).

Procedure

The qualitative research adopts an extensive data analysis approach with the analysis of the policy documents of three different universities of Ontario (Brock and two others). Caldwell and Spinks (1988) defined policy as “a statement of purpose and broad guidelines to provide a framework for the operation of a school program or institution” (p. 3). Furthermore, in the same segment, a policy is characterized by a set of guidelines in order to grow or move towards an ultimate vision. Moreover, it is explained that policy analysis tends to be reliable as they are written down rules and regulations that are normally bounded within the context and are to be followed (Delaney, 2017). In addition to the reliability of the process, “policy analysis searches for the feasible course of action, generating information and marshaling evidence of benefits and other consequences that would follow their adaption and implementation”(Delaney, 2017, p. 25). The previous section of this chapter presented the institutional internationalization policies that focus on the services in order to aid the students with all sorts of support including the emotional and social elements.

Data Source 1: Policy Documents of Brock University

Brock University’s *Strategic Mandate Agreement (2017-2020)* approved by Ontario’s Ministry of Advanced Education and Skills Development focuses on ensuring greater access for international students to seek degrees in Canada. Its focus also includes investment in initiatives that will improve retention rates among international students in Canada.

Brock University (2018) follows a *Strategic Plan 2018-2023* developed by the Faculty of Education (FOE) to shape its International Student Program: “We have identified Educating Exemplar Educators as the theme and driving force of our strategic plan” (p. 3). The FOE’s strategic plan focuses on all priority areas for the upcoming students and “is organized around five priorities that will guide the decision making and resource allocation for the next five year;

1. Putting students first,
2. Committing to diversity, inclusion, and indigenization,
3. Engaging in Research, Scholarship, Innovation, and Knowledge Uptake
4. Supporting Outreach, Engagement, and Partnership
5. Renewing and Sustaining the Faculty. (Brock University, 2018, p. 3)

Other than focusing on such strategic policy guidelines the research also extensively explored those policy documents that are specific for students’ mental health, social and cognitive support, and safety. The analysis is researched deeply and the documents are comprehensively explored that reflects on the policies and plans regarding the emotional and social support services for the international students.

Brock University’s (2006) *Respectful Work and Learning Environment Policy*, revised in September 2018, is still being followed by the teachers and administrators and this policy applies to all students, course participants, faculties, staff, and volunteers at Brock University, including visitors. It also states that the policy is effect at all times. The *Respectful Work and Learning Environment Policy* states that the purpose of the strategy is to:

- “Develop and support work and learning culture that values diversity and

inclusion, fosters respect, and does not tolerate prejudice, discrimination, harassment and/or bullying;

- Outline rights, responsibilities, and types of behavior which fall within the scope of this policy;
- Make provision for support services, including training and awareness initiatives, to promote a respectful work and learning environment; and
- Outline procedures for handling and resolving complaints when this policy is breached by discrimination, harassment and/or bullying. (Brock University, 2006, p. 1)

In the preceding section, while defining the policy elements, Brock Human Rights and Equity Services sought to provide a safe environment secured by these policy pieces to avoid issues of harassment, bullying, and discrimination. The policy also emphasized on providing a respectful platform on campus and defined measures for unexpected events if necessary.

Brock University's (2016) *Sexual Assault and Harassment Policy* addresses the complex issues regarding sexual violence which includes sexual assault, sexual exploitation, stalking, indecent exposure, inappropriate behaviour, and voyeurism. Brock University considers sexual violence as a serious offense for work and learning environments and recognizes it to have serious and long-term effects on the physical, mental, and emotional welfare of the survivors. To provide access to the support, services and appropriate accommodation for all the members of the Brock community (students, teachers, administrative staffs) this policy is under implementation.

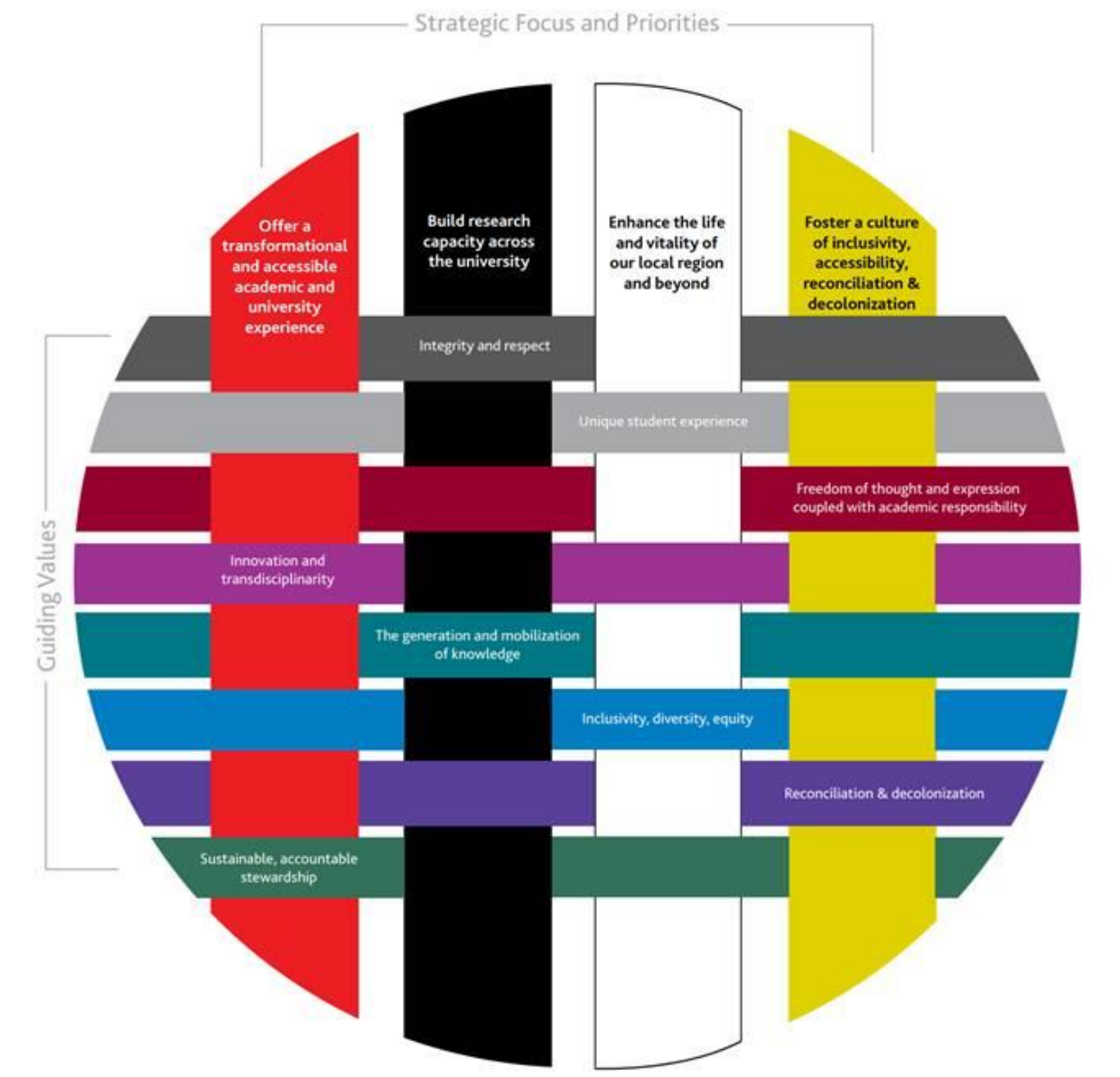


Figure 4. Brock University Human Rights and Equity Model, 2018.

The purpose of Brock University's (2016) *Sexual Assault and Harassment Policy* is to:

- i. Promote a safe and inclusive environment that is free of Sexual Violence
- ii. Provide survivors with a procedure to report incidents of Sexual Violence to the University.
- iii. Create a decision-making process that meets the requirements of procedural fairness and holds those who have committed Sexual Violence accountable
- iv. Meet legal requirements under the Ministry of Training, Colleges and Universities Act, the Ontario Human Rights Code, the Occupational Health and Safety Act and other applicable laws and legislation. (Item 1.4)

The third policy document is the *Brock University Accessibility (AODA) Policy* which was issued in 2013; its purpose is to achieve accessibility for Ontarians with disabilities through the development, implementation, and enforcement of accessibility standards. The Accessibility Policy outlines "how Brock University (the "University") will comply with the requirements of the Accessibility for Ontarians with Disabilities Act, S.O. 2005, c. 11 ("AODA") and its regulations:

- Accessibility Standards for Customer Service, O. Reg. 429/07 (Customer Service Standard");
- Integrated Accessibility Standards, O. Reg. 191/11("IASR"). (Brock University, 2013, p. 1).

The policy document also demonstrates that in fulfilling Brock University's mission, they are undertaking reasonable efforts to provide university goods, services, or facilities to respects the dignity and independence of persons with disabilities. It further states that

“they are also committed to providing persons with disabilities the same opportunity to access University goods, services or facilities and allowing them to benefit from the same services, in the same place and in a similar way as that given to other persons” (Brock University, 2013, p. 4).

All these three policy documents are generated to serve all the members of Brock University. They take into consideration both domestic and international undergraduate and graduate students, faculties, administrative staffs, volunteers, and some even address the guest members at Brock. Major issues are taken into consideration such as sexual violence, ensuring accessibility and building a respectful learning and working environment which augment the support services for some components of emotional competencies.

These policy pieces are amalgamated and Brock University came up with a model where they aligned the strategic focus and priorities with the guiding values. The strategy of offering a transformational and accessible academic education is connected with innovation and sustainable stewardship. Similarly, research opportunities are linked with knowledge mobilization, integrity, and respect. Inclusivity, diversity, and equity are maintained by providing unique student experience in the local and global region. Finally, aspects like decolonization, reconciliation, freedom of thought, and such issues regarding cultural awareness are nurtured within this integrated policy framework.

Data Source 2: Policy Documents of York University

Policy on *York's Commitment to Global Engagement* (York University, 2018c) articulates a strong commitment to global engagement through its academic plans. York's commitment to enhanced community engagement is central to how York University

advances collaboration, knowledge mobilization, and innovation initiatives with local and global partners and in so doing, strengthens the relationship between teaching and research, scholarly and related creative activities. Solidifying existing international strategic academic alliances, and establishing new alliances is key to expanding outreach and engagement with York's larger communities.

York's global engagement is aligned with Canada's international education strategy (2014) and with Ontario's International PSE strategy (2018). By global engagement, York implies:

- i. "Enhancing diversity on our campuses by increasing our international enrolments from a wider range of source countries.
- ii. Impacting global innovation by increasing active research partnerships and collaborative research outputs with global partners.
- iii. Educating globally competent students who will fully engage with the world and be prepared to play a role in a globalized society.
- iv. Building York's global reputation and profile. (York University, 2018c, p. 2)

York has an enrollment of 13% international students among its total enrollment and they have established above 300 global partnerships that supports the university's global academic mission. York students can get global experiences through global learning programs. York has two offshore campuses in India and Cost Rica, which enhances their global reputation. York alumni are working all over the world establishing the institutions international foundation.

York University's (2016) *Policy on Sexual Violence* focuses on the purpose "to foster a culture where attitudes and behaviours that perpetuate sexual violence are

rejected, survivors are supported, and those who commit incidents of sexual violence are held accountable” (p. 1.1). The policy also outlines York University’s supports and services available to those affected by sexual violence, the processes in place to address reports of sexual violence, the rights and obligations of community members regarding sexual violence, and affirms the university’s commitment to procedural fairness. It is clearly mentioned that this policy is applicable to the York University community members which includes students, staff, administrators, faculty, librarians, members of the Board of Governors and Senate, adjunct and visiting faculty, postdoctoral fellows, volunteers, contractors, and invited guests (York University, 2016). The policy includes the definition of the policy pieces like consent, sexual harassment, sexual violence, and sexual assault for further clarification of the readers and the necessary steps are also directed for the victims.

York University’s (2018b) *Policy on Workplace Harassment Prevention* is intended to protect all persons working for York University including but not limited to students, faculty, staff, and volunteers. The term “workplace harassment” means engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome; or workplace sexual harassment. The policy states that:

- i. York University is committed to protecting all persons working for York University and shall take reasonable precautions to prevent workplace harassment.
- ii. Anyone who engages in workplace harassment shall be subject to complaint procedures, investigation, remedies, and sanctions and discipline up to and

including termination. (York University, 2018b, p. III).

An ancient policy of York University previously known as “Relatives Policy” retitled as *Personal Relationships Between Instructor and Students (Policy)* (York University, 1989) focuses on creating and maintaining a learning environment characterized by equitable conditions for all students. *The Personal Relationships Between Instructor and Students (Policy)* also seeks to ensure the continuing integrity of academic standards; it is expected that instructors who have a close personal relationship with a student who desires to enroll in their course will, in consultation with their Chair and/or Dean (or designate), make appropriate alternative arrangements for the evaluation of that student. If no appropriate alternative arrangements for evaluation can be agreed upon, the student may not enroll in the course.

York University’s (2018a) *Healthy Workplace Policy*, which was reapproved by the board of governors in 2018, uplifts York University values corresponding to the health, safety, and well-being of all community members (students, faculty, staff, contractors, and visitors). It is committed to creating a healthy workplace through the integration of safe physical and psychological space and an organizational culture that promotes prevention, support, and well-being. The university recognizes the interdependence between a healthy workplace and employee engagement and further, between employee and student engagement/academic excellence. The main idea behind this policy is to provide a hazard-free environment and minimize the risks by adherence to all relevant legislation and through the development and implementation of additional internal standards, programs and procedures.

The *Healthy Workplace Policy* also demonstrates that York University recognizes

the importance of engaging individuals in health and safety through:

- i. The provision of immoderate education and training to increase knowledge and awareness.
- ii. The work of the Joint Health and Safety Committees and
- iii. The enactment of the internal responsibility system plays a vital role in creating and maintaining a healthy workplace. (York University, 2018a, para. 4)

All these policy documents of York University exhibit the institutional strategies and guidelines regarding the services for the York community. These strategic plans are under implementation but how far are they actually serving to the emotional needs of the students especially the international graduate students because of their increased stress level still arises questions.

Data Source 3: Policy Documents for University of Windsor

The University of Windsor Students' Alliance (UWSA) focuses on operational policy, procedural policy, and issues policy approved by the UWSA Board in order to guide the institution. Firstly, the operational policy contains the executive policy which outlines the roles and duties of the executive committee members, the lines of authority, and the terms of references. Then comes the financial policy which focuses on the allocation of the funds. The budget policy is the next inclusion which aligns with the financial policy and focuses on the total budget allocation and expenditure. Then comes the Equity Collective, which is a platform by which marginalized students can share common concerns and propose initiatives that can combat oppression, as well as educate the University community and improve the student experience for marginalized communities.

This refers to a safer space empowered by the Board of Directors to serve as a grass-roots think tank and decision-making body. (UWSA, 2018, p. 28)

Secondly, the procedural policy consists of the board orientation policy which emphasizes the election process for upcoming board members, then the board meeting policy, board attendance, and the board meeting minutes.

Moreover, the *Policy on Student Code of Conduct* (University of Windsor, 2015) illustrates that the University of Windsor is a community of scholars committed to the motto of: Goodness, Discipline, and Knowledge. As in any community, integrity is the foundation upon which all else is built. Fundamentally, a university is a place where those eager to learn gather to advance knowledge in an open, accepting and friendly manner with a goal to making important contributions to society:

- i. It is a place where freedom of expression is protected vigorously and uncompromisingly and where civility of expression in word and deed is the code of conduct.
- ii. It is a place where all people are treated fairly without concern to religion, race, color, national origin, sex, sexual orientation, disability or age. (University of Windsor, 2015, p. 1)

As such, students are expected to commit to a code of behaviour that stresses respect for the dignity and individuality of all persons, and the rights and property of others. They are expected to practice personal and academic integrity, to take responsibility for their own personal and academic commitments, and to contribute to the university community to gain fair, cooperative, and honest inquiry and learning. They are also expected to respect and strive to learn from differences in people, ideas, and opinions, and refrain

from and discourage behaviours which threaten the freedom and respect that every individual deserves (University of Windsor, 2015).

Furthermore, the *Policy on Student Code of Conduct* (University of Windsor, 2015) states “all students, student groups, and organizations have the responsibility to maintain a high standard of conduct based on these principles” (p. 2). It is important to understand that transgressing the code of behaviour or assisting others in a transgression are equally wrong. Students are expected to be individually responsible for their actions whether acting individually or in a group. The *Policy on Student Code of Conduct* further explains “All students should know that the Senate Bylaw on Academic Integrity (Bylaw 31) addresses this issue as it relates to academic misconduct and all students should be familiar with the content of this Bylaw” (University of Windsor, 2015, p. 3). Further, the policy also highlights that the students should know that non-academic misconduct is addressed under the purview of the Board.

Other than the Academic Rights, the institution also focuses on the Non-Academic Rights and Responsibilities stated within its policy document. It refers to the right of all members of the university community that their person and their property be treated respectfully, free from endangerment or harassment. It is clearly stated that it is the responsibility of each individual to behave in a manner that ensures this and ensures the protection of societal property.

The *University of Windsor Policy on Sexual Misconduct* (University of Windsor, 2016) states the University of Windsor values dignity, respect, and equality for all individuals and strives to foster an atmosphere of healthy attitudes and behaviours towards sexuality, sex, and gender roles. The university is committed to maintaining a

healthy and safe learning, living, social, recreational, and working environment. All forms of sexual misconduct jeopardize the mental, physical, and emotional welfare of our students and employees, as well as the safety of the campus community and the reputation of the university. Sexual misconduct violates the institutional values and will not be tolerated.

The Ontario Human Rights Code (“Human Rights Code”) prohibits discrimination in the provision of educational services and in employment on the basis of sex, sexual orientation, and gender identity and gender expression. The Human Rights Code also prohibits harassment in employment on the basis of sex, sexual orientation, and gender identity and gender expression. Sexual misconduct will generally constitute harassment and discrimination under the Human Rights Code. Ontario’s Occupational Health and Safety Act (“OHSA”) prohibits harassment and violence in the workplace, including sexual violence. The university’s OHSA obligations are included in its Workplace Harassment Prevention Program policy. The Criminal Code of Canada prohibits sexual assault, voyeurism and criminal harassment (including stalking and cyber harassment).

The University of Windsor (2016) is committed to the following:

- i. Believing and respecting all individuals who identify their experience as sexual misconduct (“survivors”) as being the best judges of their own interests. The University, recognizing that an individual may not identify with the label “survivor,” will respect each individual’s preferred term in its interactions with her or him.
- ii. Holding individuals who have committed an act of sexual misconduct accountable

- by taking disciplinary action up to and including expulsion or dismissal.
- iii. Establishing and following a formal procedure for responding to incidents of sexual misconduct.
 - iv. Engaging in public education and prevention activities.
 - v. Ensuring referrals and services are available for survivors.
 - vi. Ensuring procedural fairness and/or due process to all affected parties in cases of alleged sexual misconduct. (p. 7)

The in-depth exploration of the policy documents for all the three universities in Ontario visualized a vivid scenario of the institutional strategies and guidelines that are written down to be implemented to run the institutions more effectively and efficiently for the beneficence of the institutions and all its members.

The conceptual framework is often associated with qualitative research design which in this research focus deeply on Goleman's (2006) notion of EI defined as "the ability to sense, understand, value and effectively apply the power of emotions as a source of human energy, information, trust, creativity and influence" (p. 21). The five components (self-awareness, self-regulation, empathy, motivation, and social skill) that are embedded in EI work solely or collectively to help individuals cope effectively in several adverse adjustment situations. For example, in this study, from the ethnographic account and literature review, it is seen that EI plays a vital role in helping international students to cope in acculturation situations especially regarding the social and cognitive aspects such as emotional awareness of oneself, behavioural impulses on others, connecting to the new society, et cetera.

After a comprehensive study of this concept of EI and an in-depth exploration of

the multiple public policy documents (online policy templates, policy handbook web, policy book on achieving equity, affirmative action plan document, etc.), the collected data that are applied in regard to the policy implementation, are used to create a comparison and contrast. Evaluating these commonalities and differences among the policies of the three universities helped to pin down the more effective policies that foster in the development of the EI of these international graduate students. Furthermore, a model of recommendation is developed for the future higher education programs to nurture the well-being and mental health of the prospective students.

Then I introduced an auto-ethnographic account highlighting some personal narratives being an international student herself here in Ontario. Auto-ethnography is an intriguing and promising qualitative method that allows researchers to describe and systematically analyze their personal experience to understand social and cultural phenomenon (Ellis, Adams, & Bochner, 2011). Moreover, according to Ellis et al. (2011), “Personal narratives considered as one of the forms of approaches to auto-ethnography are stories about authors who view themselves as the phenomenon and write evocative narratives specifically focused on their academic, research and personal lives” (para. 24). The purpose of personal narratives is to provide individuals with a sense of self in a cultural context, allowing them to reflect meaningfully on their experience (Ellis & Bochner, 2003). Here, personal narratives refer to the personal experiences, opinions and thoughts of myself regarding my social and emotional acculturation using a narrative approach.

Being an international graduate student in Ontario, I had to go through these adjustment challenges during my primary settlement. The section of personal narratives reveals my thoughts and experiences. The beginning of this account includes my thoughts

of decision-making in choosing the university that I got enrolled to in order to pursue my master's program. What were the aspects that provoked me to choose this institution leaving back other prominent universities in Ontario? When students apply for different universities there are several factors that they prioritize in making their choices (e.g., university's ranking, program structure, the scope of future employment, support services from institutions, multicultural community/context, safety, weather, etc.). Other than the students, parents also play a great role as they look for certain support services that will aid their children pursue their academic career and make the social and emotional adjustments smoother. Then, I reflected on the experiences about the challenges I encountered after reaching Canada. This part mainly focuses on those time of loneliness and stress that I faced in the primary days. I also shared how such psychological breakdown affected my academic adjustment in the beginning stages.

These experiences and stories that I included in the auto-ethnographic section are all collected from my journal entries. There were times when I was even unable to record daily journals due to stressful situation and adverse academic pressure, but when I sat down and tried to recall those experiences I could visualize those instances vividly. Due the research process I often took 2 to 3 hours of time every morning and midnight, when I did not proceed with the writing rather thought back deeply and noted down the crucial phases of my journey. During the writing process, there were even times when I saw others currently going through the same situation as I did before, which helped me connect to my situation and pull those instances into this research.

Finally, the auto-ethnographic account winds up with accounts on the support services that my university provided me in dealing with her emotional breakdown and

stressful situations. Maintaining a neutral position, I tried to portray on the positive aspects of institutional support services as well as the areas of lacking, to help in developing a feasible set of recommendations and uphold the purpose of the research.

Along with this auto-ethnographic account the research design also included a detailed description of the acculturation stories of other international students and the amalgam of various elements of EI used by them during the process. This account is not based on any interviews or survey data of any specific student/group of students, rather it comprises of some general experiences from different secondary resources without identifying any specific individual or places.

Ethical Considerations

Ethical issues are an important part of all research. Legal and ethical issues form an important component of modern research related to the subject and researcher (Resnik, 2015). Ethical considerations for the proposed conceptual analysis and auto-ethnography is not necessary due to focus on public documents and personal experience. The research mainly focuses on the exploration of the public policy documents that are accessible online without any restriction. Other than the three data sources from the university policies, another data source is me, myself as accounts of my narratives are also included in this research. The preceding section also includes a description of general experiences regarding students' adjustment challenges in Ontario, devoid of any identifying factors that may identify specific individuals and/or any locations in to maintain the ethical code strictly.

Chapter Summary

This chapter focused on the data resources, methodology, procedures that are carried out in this research. After a detailed examination of the conceptual analysis in the

literature review and history section, this chapter was more of an outline for the analysis for the two other participants; that is, the policy documents and the auto-ethnography. Although this research does not involve human participant, ethical consideration is an important aspect for all research and hence this chapter also vividly clarifies the ethical issues for this research. The outline from this chapter regarding the participants, procedures, and methodology has been used in the next chapter to carry out an extensive data analysis.

CHAPTER FOUR: DATA ANALYSIS AND RESULTS

This chapter builds a productive connection with the data received from all the resources and participants. The information received after an in-depth study of the policy documents is developed into codes. The data from the content analysis of emotional intelligence (EI) are assembled into thematic patterns and are linked to my auto-ethnographic experience log. The narratives regarding my learning, adjustment, and emotional impulses are connected to the institutional policies and the theoretical framework of EI. It shapes up to an amalgamation of conceptual analysis, policy analysis, and auto-ethnographic content analysis for the theories of EI, institutional policy documents, and my personal experiences.

Data Analysis

Kosterec (2016) states that conceptual analysis is more like developing a model of the methods. To do that, “typically, the use of a method is motivated by some kind of a problem formulated on the basis of a certain theoretical and factual background. This background is subject to change in the application of the method” (Kosterec, 2016, p. 220). This means that the existing concept is studied extensively and modified with new theoretical or factual knowledge in order to be applicable in solving emerging problems.

There are three types of conceptual analysis: constructive analysis, detection analysis, and reductive analysis (Kosterec, 2016). This research will focus on the method of constructive conceptual analysis. Basically “constructive analysis aims to broaden our conceptual theory, by postulating a new relation or stating that some already known relation holds among previously unrelated parts of the language, keeping the initial theory intact” (Kosterec, 2016, p. 221). The constructive analysis thus enables one to

introduce new terms or concepts which were lacking about the initial conceptual theory to give an updated understanding of where the theory stands today. This research will build a constructive analysis of the concept of EI, which will explore the past theories and concepts of EI along with the new dimensions that are being added to it.

This research also has an auto-ethnographic section and “to address an auto-ethnography, I had to undertake a profound study on self-identity. An application of an effective analytical or methodological framework resonating with the concept of self can help in providing a useful ‘toolset’ for the analysis” (Maydell, 2010, para. 17). Through the variety and multiplicity of our interactions, different aspects of our identities come to play, so that identity never reaches any fixed or stable manifestation. We shape ourselves to deal with different situations. Based on that, auto-ethnography as a study of self always includes multiple reflections of others which elicit a variety of expressions of self.

Depending on the process of positioning oneself in different situations gives rise to different experiences which can build up to a discourse analytical framework (Maydell, 2010). The data analysis of the auto-ethnographic account of this study is framed to such a framework based on my own discourse. Accounts for both my psychological and social identity discovery is reflected and analyzed extensively. Maydell (2010) states while highlighting several aspects of auto-ethnography that “personal identity is understood as the sense of embodiment and physical continuity of an individual in space and time. Social identity is the representation of an individual across various interactions with others, reflective of her/his place in different relationships” (para. 23). Data analysis for this section produces a holistic representation of myself as articulated from inside and the identity construction as reflected by others. The policy analysis of these three universities

is connected to the ethnographic account and the conceptual pieces of EI which is finally used to develop the model of recommendation at the end of the research.

Account of Auto-Ethnography

The account of auto-ethnography is based on my own narratives. Narratives lie at the core to how humans understand the world (Bruner, 1990). Narratives are based on human thoughts and emotions that they gain as they dwell in a certain social surrounding (Fivush, 2019). Narratives move from the landscape of action to the landscape of consciousness (Bruner, 1990), making sense of experience through explanations relying on human thought and emotion, motivations, and intentions. With the help of narratives we create ourselves and also create an image of others (Fivush, 2011). Our experiences and stories of life help us to develop our self-esteem, parameters of emotional adjustments and a sense of meaning and purpose in life (Fivush, 2019).

The period of my tenure in Ontario at the beginning stages were full of emotional breakdowns due to a situation uncertainty that I had to go through all alone. It was my first experience of living away from home and family, where I had to take all my decisions alone. I never realized it before that decision-making is so difficult. Even before reaching Ontario, I had to struggle with the decision-making of which institution to choose. Some institutions had better recognition of their degree; some were cheaper in terms of finances, some displayed more support services for the international students, some situated in a region with better conditions, some offered me with more scholarship, et cetera. At that time, I had my parents with me back home and after many considerations, we collectively chose my current university because of its suitable location, recognition on educational research, and some factors like scholarship and earlier session starting from July.

After the admission and the visa formalities when I was all set for Canada, I was excited at time but was often drowned as by the feeling of traveling alone such a far way and going and settling down in an unknown land. Although in such situation I had my family's constant support I would say that the main motivation came from myself. I was intrinsically motivated from my own which can be seen as a clear connection to my EI components. I would also say that elements like my self-regulation and self-awareness aroused myself and encouraged me to get over that fear and emotional stress.

After coming to Canada I felt that I was drowned in the mid-ocean without even knowing the proper direction to the shore. Rowman and Littlefield (2016) address the newcomer students as refugees and claim that "Refugees are individuals with palpable faces and names who are colored by real-life stories, experiences, families, and successes" (as cited in Duggal, 2017, p. 773). I find this statement very reliable as it matches with my situation. It relates to the actual picture of the helpless newcomers when they land into an unknown land. Through this statement we can visualize the stressful faces of the newcomers gloomed down with serious worries.

Finding accommodation for myself, doing my daily groceries, cooking my meals were all things that I did for the first time as I was more a spoon-fed child back home and all these conditions very were so traumatic. Managing my finances for my living cost along with my tuition fees was another very big trauma that I had to gear up with all the time within my mind. When I converted my first grocery cost into the currency of my own country I was just about to faint. Although the currency rate is a big issue, later on I also figured out that it was one of the most expensive groceries in Canada which I had no one to let me know. I was living in the university residence for the first 2 months but due

to a higher cost I had to leave that place a search for cheaper living. Every day after my classes I had to walk around the whole town looking for houses and as I mentioned before I had no one to suggest anything. These were situations that pulled me down so many times, made me cry and lose all my hope, but then again I tried to keep myself motivated by managing all those negative disruptions.

Academic transition was another big step that I had to take. The teaching curriculum, methodologies, and the practices that are followed here are so different from that of my country. Although I completed by O Levels and A Levels under the London Board of Examination from a private school in Bangladesh which was conducted by the British Council, I was still had emotional breakdown when I could not keep up to my expectations as my past records. There were even times when I broke down into tears even in the classroom because I was not being able to understand what my professor wants from my writing. Components of EI like motivation, self-management within myself assisted me in overcoming all those emotional collapses. The academic challenges lead to emotional disturbances and other negative impulses with I could only accomplish with the help of these elements of emotional intelligence.

Crucial phases of my learning journey also includes interruptive circumstances of cultural barrier and adjustments. The lifestyle, thoughts, standards, values, and perceptions of the Canadian people are so different from that of my home land. Canada being a multicultural country, has people from all over the world and the culmination of this mixed thoughts and culture gives this place a completely different setting to that of a mono-cultural place. Coming from such a country which is based on its conservative religious values, it was challenging for me to adjust to this wide culture. Culture shock is a challenge that is often faced by most of the foreigners while making adjustments to the

new cultural surrounding. I would not say that I was exactly at the shock phase but I would surely say that the cultural assimilation was one of the most perplexing experiences that I had to go through.

“Why am I here?” This is the question Yi (2018) keeps on asking himself throughout his journey. This question dragged me towards this article as I could relate it to my situation and as it is one of the main ideas of my research. The article is based on qualitative research; its actual aim is to reflect on the transitional stories the author faced himself being an international student in Canada. Yi (2018) vividly illustrates the complicated interaction he had to make and pedagogic transformation he went through his journey (p. 9). His portrayal of visual narratives and debate of cultural context seemed to validate my focus more strongly. I felt this endorsement would echo my advocacy in support for the transition of the international students and work out in taking some suitable measures for their comfortable settlement in this new land.

Thomson and Esses’s (2016) literature review on the topic of international student transition is another very good secondary source that allows the reader to gain a broad perspective about the two basic domains of acculturation, the sociological and the psychological (p. 874). They also tried to build a correlation with the adaptation outcome of the new students with the positivity of the host-national students, which I feel will elevate the focus to my final set of recommendations. This is very reliable incorporation for this research as it emphasizes on the core problem that I am addressing and coming up with the possible remedies as well.

Although for the academic resolutions, I received some aid from my professors and administrative coordinator at my institution but it was not enough. I would also say that I was lucky enough to get over those educational gaps easily but I can still see some

of my friends struggling with those academic struggles still today when we are more than half way through with our program. These struggles are leading to other emotional ordeals that are somewhat not addressed well by the institution.

It would have been far better for me to manage my emotional strains and anxieties if my school would provide me with emotional support services like wellness workshops, mental health training for the primary period of assimilation. In order to integrate the international students in a more connected and unified way the school can play a much mediating role in my opinion. The school can do much more for these international graduate students to help them cope up with their emotional instabilities and breakdowns to help them with their transition.

In a journal article Lei, Woodend, Nutter, Ryan, and Cairns (2015) talk about how the international students feel comfortable when they have a partner from the local country beside them during traumatic events in this alien land they just landed into (p. 448). The new students not only suffer from academic mismatch due a vital change in curriculum and teaching style they get exposed to but at the back of their mind also worry about residence, food, and how they will manage it all within their limited expenses. Lei et al. (2015) state “international students primarily struggle with social isolation” (Conclusion section, para. 1). This endorsement vividly shows that school can help these students by taking possible measures to come out of their alienation and emotional breakdown. Introduction of peer support, talking partners, wellness workshop similar initiatives can be some possible measures for these institutions to assist these international graduate students.

The school should provide them with more support services and also make the

students aware of the existing services, because it is often seen that for some institutions that the policy refers to the services but the students are unaware of it. In order to aid these newcomer students the school has to provide them with a network both inside and outside classroom so that they can get adapted to this new place by nurturing their emotions.

Although elements of emotional and social cognition are individualistic but they can be surely cultivated by constructing a healthy setting, with the help of proper methods and practices. Schools that are increasingly inclined towards the ongoing notion of internationalization should also line up to provide proper support services to aid these international students groom their cognitive competencies and emotional aptitudes.

Presentation and Organization of Data

The findings received from the content analysis, policy resources, and the auto-ethnographic account, are organized to into a flowchart and further developed into tables and charts after the development of the codes and thematic patterns.

Figures 5 and 6 and Table 1 show the three types of analysis that are carried in this research. The conceptual analysis is carried after a comprehensive exploration of the theories of EI. A detailed assessment is conducted on the policy documents for all the three universities and a narrative analysis is directed after studying my experience log explicitly.

Codes Developed From the Policy Analysis

The detailed investigation of the policy documents from the three universities in Ontario—Brock University, York University, and the University of Windsor—included the institutional strategy manuals for international student program and commitment to global engagement guide which directly aligns with the current concept of internationalization that these institutions are greatly focusing on.

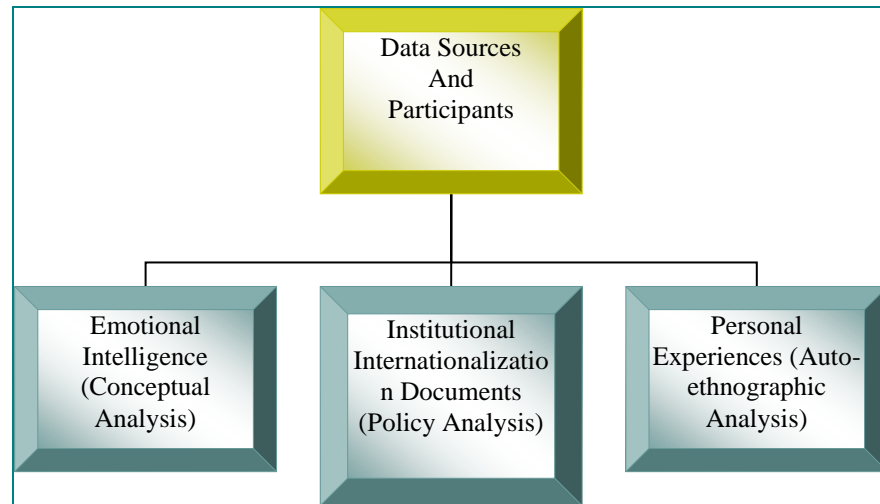


Figure 5. Flowchart of data sources.

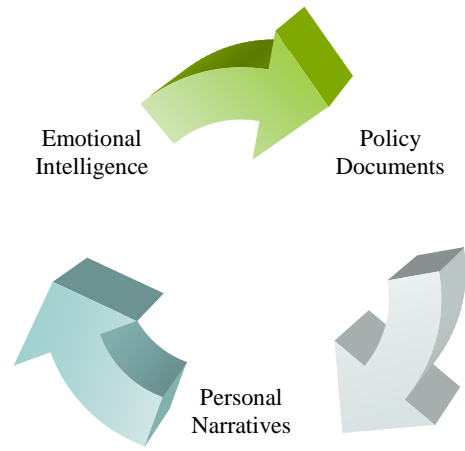


Figure 6. Cycle Diagram.

Table 1

Methods of Data Analysis

Data analysis			
Step 1:	Emotional intelligence	Policy documents	Auto-ethnography
Step 2:	Conceptual analysis	Content analysis	Narrative analysis
Step 3:	Development of codes and theme		
Step 4:	Suggested model of recommendations		

Other policy documents included sexual harassment and equity policy, policies for accessibility, policy on student code of conduct, workplace harassment prevention policy, human rights code, and several other procedural and operational policies that make parallel with issues regarding the emotional pieces of the people involved in those institutions, especially students.

A computer program used for coding stores data, organizes data, assigns labels or codes to the data, and facilitates in locating specific text or words (Creswell & Guetterman, 2019). The coding process of the policy documents carried out in this research located important texts like policy, global engagement, board, members, students, and education. These terms are a clear reflection of the administrative and educational perspective with a little focus on the students' social and emotional aspects. Although, some policy manuals reflected some services that deals with the mental and emotional aspects, but the dominant codes shows a vivid deviation towards the academic and administrative paradigms.

The common codes developed from the policy documents of the three universities are further connected with the codes from my auto-ethnographic account and the conceptual analysis of EI to create a combined coding map and further built into thematic patterns for a more detailed analysis.

Codes Developed From the Auto-Ethnography

The log of the personal narrative included stories of my own experiences regarding my settlement in Ontario as an international student. I shared incidents concerning my academic adjustments, situations relating to my emotional stress and traumas, and how I used the components of EI as a tonic to fight against those battles. The codes developed from my personal account comprise units like challenges, experiences, EI, transition, and learning. These codes can be vividly connected to past research based on EI.

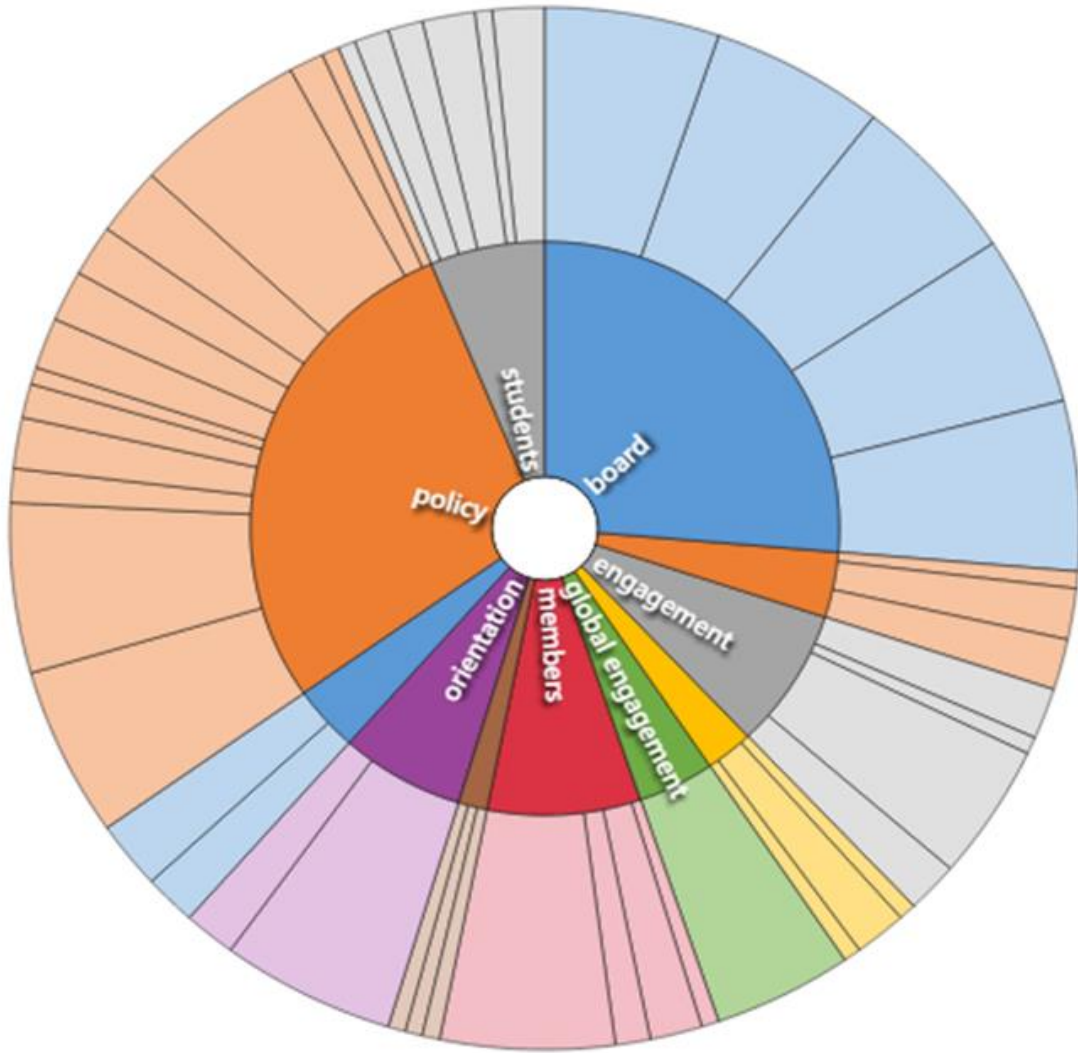


Figure 7. Sunburst for policy analysis.

Theories and studies based on emotional intelligence shows a vivid connection between emotional intelligence components and the cognitive and social development of humans. Situations of emotional distress are expected to ease when the components of emotional intelligence are taken into concern. Challenging phases of transition and stress management are also well expected to ease with the nurturing of elements like self-regulation, empathy, self-awareness etc. Past researches also shows that meditative sessions, training based on mindfulness and self-compassion can aid to the development of emotional intelligence which can be very clearly connected to this study.

The dominant codes developed after a comprehensive exploration of the auto-ethnographic section that includes my narrative log and experiences are university, transition, emotional intelligence, challenging, experiences etcetera. These codes are a clear reflection of the combination of those elements that align with the missing pieces regarding the universities support services for the cultivation of the components of emotional intelligence which will aid the international graduate students in the stressful transitional phases.

Codes Developed From the Theoretical Concepts of Emotional Intelligence

The constructive conceptual analysis of EI by some present and historical experts included a large number of current and past researches and detailed review of literature. It looked into the famous Emotional Intelligence Models, the PERMA model, and several other theoretical models and frameworks. The codes that are developed from this section contains emotion, relationship, well-being, understanding, et cetera. which reflects some very important features of emotional cognition. The content analysis from the vast history of EI is done through the development of codes and thematic patterns.

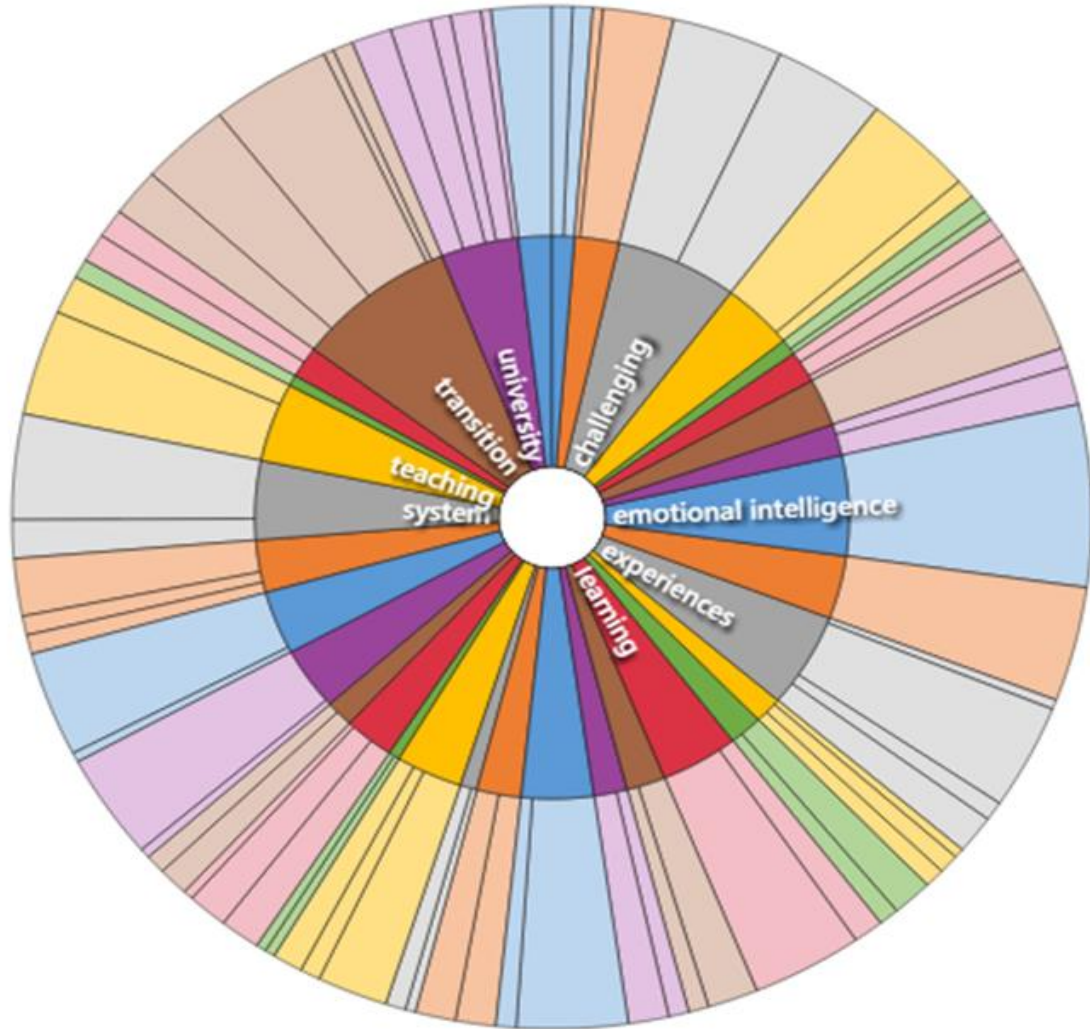


Figure 8. Sunburst for auto-ethnography.

Stirling (2001) illustrates that thematic analyses can be usefully aided by and presented as thematic networks. Thematic networks are web-like illustrations that summarize the main themes constituting a piece of text. “The thematic networks technique is a robust and highly sensitive tool for the systematization and presentation of qualitative analyses” (Stirling, 2001, para. 1). The coding and thematic patterning for this research is established by the filtration of the most dominant concepts and by arranging them together into specific themes. After the common group coding and the development of the emergent themes, connections are made with all the three types of data resources.

The thematic pattern and codes developed from all these data resources—policy documents, autho-ethnography, and theories of EI—are compiled together to develop one tree map. All the coding and themes are developed with the help of NVivo 12 software in order to add in to the accuracy and validity of the data analysis methods. “NVivo offers a complete toolkit for rapid coding, thorough exploration, and rigorous management and analysis” (Creswell & Guetterman, 2019, p. 243).

The combined tree map (Figure 10) and Table 2 represent a culmination of the themes and codes that are developed after the analysis from all the data sources. Popular themes such as policy documents, internationalization procedural, support services, newcomer students, cultural adjustments, et cetera are presented vividly. Presentation of codes like challenges, well-being, psychological, et cetera. can be also visualized after the completion of the data analysis process. The tabularization of the top five codes from each data resource is shown in the following section.

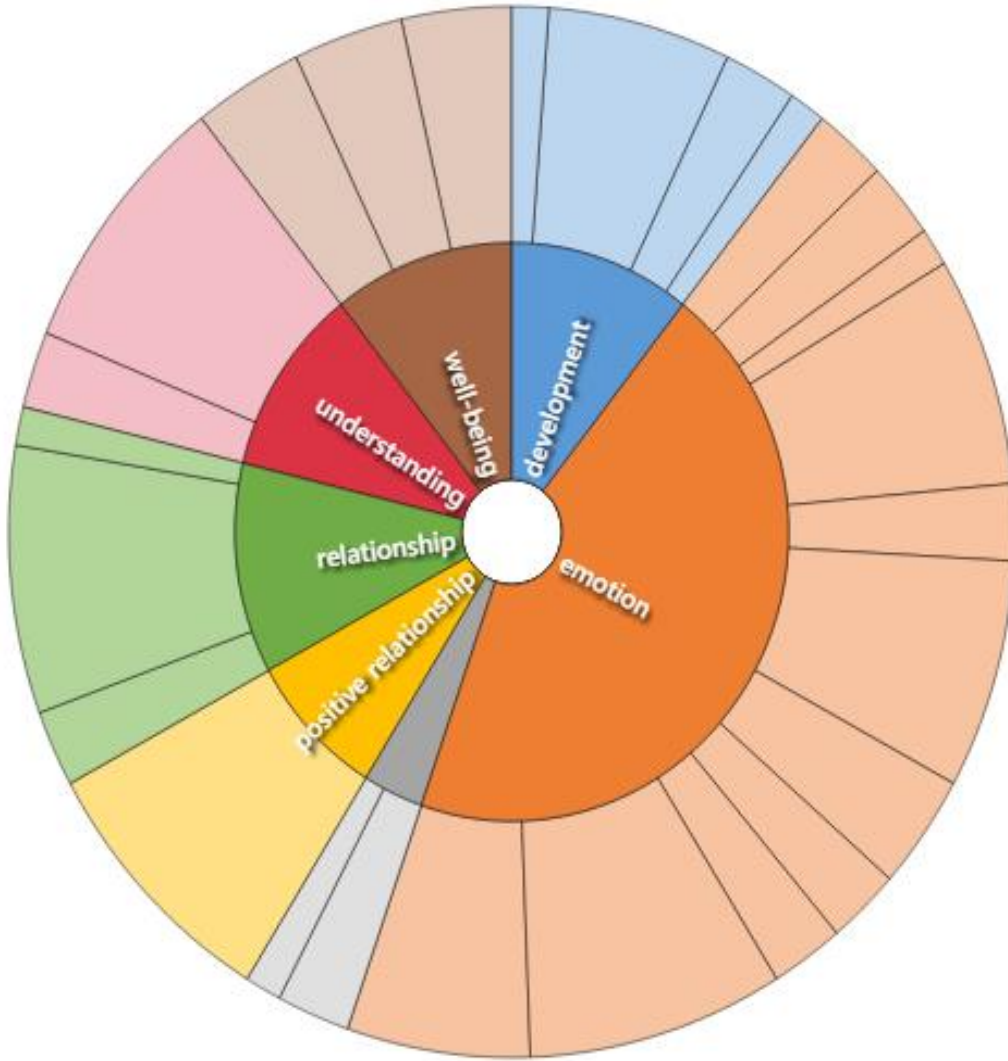


Figure 9. Sunburst for conceptual analysis.

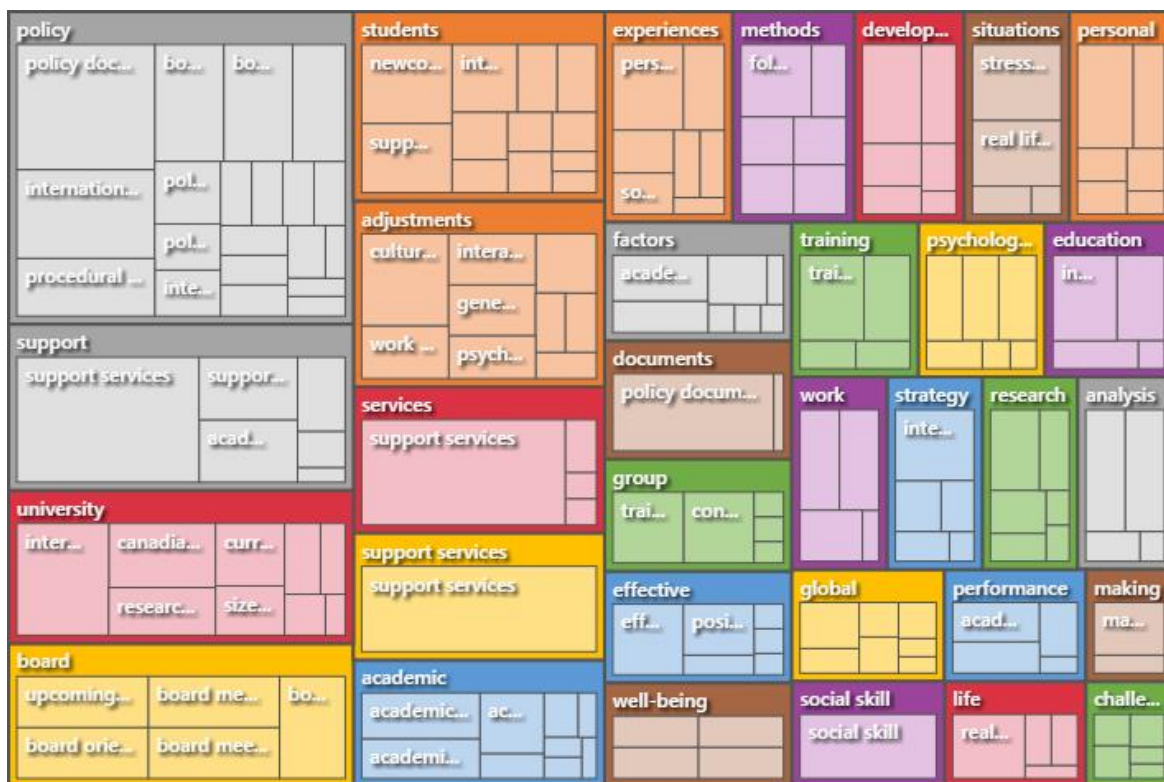


Figure 10. Tree map from combined data analysis.

Table 2

Representation of the combined Code.

Emotional intelligence (conceptual analysis)	Institutional documents (policy analysis)	Personal experience (auto-ethnographic analysis)
Emotions	Policy	Transition
Relationship	Board	Challenging
Well-being	Members	Emotional intelligence
Understanding	Students	Learning
Development	Global engagement	University

Summary of Results

The final results after the detailed analysis of the data received from all the participants shows overlapping of several elements and certain gap that calls for some abridgement. The tabulated representation of the combined codes shows a clear connection that is required to be built among these three areas of examination. The highlights of the conceptual analysis shows the importance of emotional competencies and understanding as it plays a key role in building relationship with one's own self as well as the people in the surrounding for the well-being of all. These key elements of EI when linked to the challenging phases of transition of the international students as described by myself in the auto-ethnography seems to aid students visibly in recovering their emotional stress.

Previous studies based on the concepts of EI shows that EI if not taught but can be surely nurtured and can assist individuals greatly to overcome their disruptive impulses and traumatic situations. After analyzing these narrative accounts, the need that developed for the nurturing of the components of EI in order to make better transitional adjustments vividly connects to the gap among the support services of the institutions.

Most of the current literature and the policy analysis shows a clear inclination of these institutions towards internationalization of higher education, and the provision for the international graduate students with greater academic resources and opportunities. The university strategies are more focused to increase international student recruitment and global educational engagement but does not specify enough support for these international students for their emotional management. Universities in Ontario are expected to make better prospects for these students to foster their different modules of

EI. The university strategies calls for some reconstruction to extend workshop and training facilities for the development of emotional aspects like self-regulation, mindfulness, and motivation for these foreign students in order to help them with smoother transition.

Chapter Summary

This chapter explicitly portrayed the analysis of the policy documents from the three different universities in Ontario. Moreover, along with that, data analysis for the conceptual analysis of EI and the auto-ethnography has also been included in this chapter. Representation for all the analysis are separately presented with the aid of sunburst diagrams and combined representation are presented through tree map diagram and tabulation. The organized presentation of the data analysis for all the data resources and participants helped in the development of the research results towards the end of this chapter. Furthermore, the final conclusion, recommendation, implications, and the dissemination of research results in the upcoming chapter is also shaped in light to this chapter.

CHAPTER FIVE: CONCLUSION, RECOMMENDATIONS, AND IMPLICATIONS

In this Major Research Paper, I explored the concepts of emotional intelligence (EI), policy documents of three different Ontario universities that are focusing on internationalization, and the personal narrative accounts of my own transition. This chapter addresses the final findings of the research after a detailed exploration of these three areas. Then, it includes the set of recommendation that has been developed after considering the loop holes and the application of these recommendation are expected to bridge those areas of lacking. Further, it also take account of the implications to guide the future international students and administrators of the international programs understand the notion of EI and its beneficence. Finally, the conclusion around the analysis is outlined.

Summary of Main Findings

The key findings from the conceptual analysis shows that EI can play a vital role for individuals in order to deal with their disruptive impulses and stressful situations. Components of EI (i.e., self-awareness, motivation, empathy, and self-regulation) are of great assistance in fostering one's emotional and social skill which is a pre-requisite in situations like adaptation and assimilation in a foreign land and culture. Fabio and Kenny (2019) state that healthy relationship at school and workplace help the newcomers deal better with their stress and loneliness. Healthy relationships cannot be built by the students themselves in order to help them stay motivated, self-regulated, social, et cetera. The role of the institutions play a dominant role, in creating this environment of a healthy environment for the students.

The analysis of the policy documents that were carried out after an in-depth study of the policy manuals of three universities in Ontario, shows that these policies lack certain services that are directed towards the development and maintenance of these emotional factors. The policies are promoting internationalization and the greater recruitment of the international students with better academic and research based support services but not focusing enough towards these emotional factors. Feuerborn and Gueldner (2019) in their research vividly comes up with the linkage between the mindfulness based practices based on social and emotional framework and the competency areas of academic, social, and emotional learning. Elements like self-awareness, self-management, social awareness, relationship skills, and responsible decision-making does play a dominant role in shaping an individual's academic, emotional and social self. A qualitative exploration conducted by Feuerborn and Gueldner (2019) shows the linkages between these elements and how their integration in schools might help to stimulate trans-disciplinary dialogues. The findings from the institutional policy analysis shows the loop holes in the services for the emotional competencies which can be addressed in this way.

The auto-ethnographic analysis is based on the narrative account of my own experiences, which clearly portrays the importance of the components of EI in my life during the adjustment period. Here, I pulled instances where I used aspects like self-regulation and self-awareness to overcome circumstances of emotional breakdown. In dealing with cultural obstacles, social barriers and emotional disruptions, I was aided by these EI components. I feel that these aspects of EI played a crucial role during that time of my transition. I also feel that my institution could have provided me and my mates with some more services in order to foster our emotional competencies to make our adaptation process smoother.

Discussion

The overlapping between the components of EI with the institutional policies and the auto-ethnography rises the need for some recommendation to help the international graduate students further develop their emotional competencies and make better stress management of acculturation. This means that if the institutions reshape their strategies and create support services to develop mindfulness, self-awareness, emotional regulation and management which aligns with the core theory of EI, the international students will benefit the most in making their adjustments with psychological stress and anxiety. From the ethnographic account, it is vivid that the aspects of EI helped me greatly in making smoother adjustments and deal with emotional breakdown better while settling in Ontario. Other than the academic resources the universities should be prone to provide these international graduate students with training and workshop in order to foster their emotional entities to make their adaptation phase easier.

Implications, Limitations, and Future Directions

Erickson and Feldstein (2007) carried out a study to investigate adolescent humour using HSQ (Humor Styles Questionnaire), to measure the relationship between humour and coping style, defense style, depressive symptoms, and adjustment in a non-clinical sample of adolescents. The results of the study shows that humorous coping styles made huge contributions to the depression symptoms and all other emotional adjustments.

The implications of the study are to guide the future educators to understand the theory of EI and to understand its practice and applications among the international students as they deal with the adjustment challenges during their settlement. It will also act as a guide for the policy actors to reshape the internationalization policies, and

develop better support services to assist the students develop their social and emotional domains which are equally important as the academic factors regarding their assimilation.

The scope of the study is to increase international graduating students' awareness of their use of EI and strengthen it by involving in programs such as mental health workshop, communication clubs, et cetera. This will also help the students' to deal with stressful emotional situations at workplace and family lives in their future.

Educational Implications

This section summarizes the set of recommendations that the universities and educational institutions that are focusing on internationalization should look into in order to aid the international students better. The university programs should provide resources to support students' mental health, as well as be sure to develop programs that are gender and culturally sensitive. This will help them make smoother adjustments in the foreign land by managing their own emotional regulations as well as by fostering their social and communicational skills.

The study conducted by Zlotnick et al. (2019) shows a link between acculturation and life satisfaction of immigrants: "Social expectations but not economic expectations were strongly linked to life satisfaction" (p. 13) which indicates that social and cultural aspects plays a dominant role for all immigrants which includes international graduate students as well. Institutions should focus on programs involving more cultural and social assimilation with the domestic students from Canada. This will help the international graduate students develop their self-identity and recover from alienation and stay connected to the acculturation process. "Providing prospective immigrants information on the new country's culture while they are still in the host country and planning their

immigration” (Zlotnick et al., 2019, p. 3) can ease a lot of their stress and make them feel connected. Universities can also take this into consideration and provide the upcoming students with information about the Canadian culture in advance to ease them beforehand.

Universities should expand on mental health programs that aim to help international graduate students of all gender orientations to cope with the challenges of acculturation. Vracheva, Moussetis, and Rahma (2019) talks about the role of student engagement with student development, where engagement involves cognitive ability, knowledge acquisition and interpretation, interpersonal communication, et cetera. Results conceptualized “three constructs curiosity, engagement, and student development as tools that teachers and administrators can use to entice students to seek eudemonic outcomes throughout their education” (Vracheva et al., 2019, p. 17). Institutions should focus on creating conditions for the students’ character building, life satisfaction, engagement, actions, which are all important in ensuring overall students well-being.

Maratos et al. (2019) conducted a research to study the relationship between stress factors, educational practices and policies, student behaviour with the rate of teacher retention. Maratos et al. (2019) states that, provision of compassionate mind training (CMY) and compassion focused therapy (CFT) will be a good initiative for the well-being of the school staff. Maratos et al. (2019) further illustrate that “CMT may stand as a promising way of helping those in the current competitive educational world that contributes to the negative changes in the well-being of humans” (p. 12). Educational institutions can benefit by using compassionate mindfulness training (CMT) to assist the teaching staffs, administrators, and even the students to nurture aspects like resilience, tolerance, and awareness in dealing with stressful educational environments.

The study conducted by Lombas et al. (2019) deals with the evaluation of the efficacy of Happy Classroom Programs in the psychological well-being, school aggression, and positive school climate. Happy classroom programs considering aspects like “Self-esteem, Satisfaction with Life, Relatedness, Emotional Repair, Physical Aggression, Relational Aggression, Affiliation, and Teacher Support” (Lombas et al., 2019, p. 1658), promote psychological well-being, positive school climate, and increases mindfulness level of students reducing the school aggression. The students as well as the educators with benefit from the incorporation of such happy classrooms programs as they will be treated psychologically and socially.

Pang and Ruch (2019) studied the relationship between mindfulness and character strengths and a vivid connection is evaluated in the development of aspects such as creativity, curiosity, open-mindedness, love of learning, perspective, bravery, perseverance, zest, love, social intelligence, forgiveness, self-regulation, appreciation of beauty, gratitude, hope, and spirituality with mindfulness-based training programs. “Mindfulness-based training program showed significant increases in the strengths of love, appreciation of beauty, gratitude, and spirituality, and a trend toward significant increases in the strengths of zest and bravery” (Pang & Ruch, 2019, p. 1552) which they figured out in consequence to their research study. Mutual support model of mindfulness and character strengths if comprised within the educational setting will help in building rapport, mental stability and strong relationship building elements.

Hwang et al. (2019) carries out a study on educators regarding the measures of their stress, mindfulness, and self-compassion in their student–teacher relationships. The final demonstration is such that lower levels of dispositional mindfulness is associated

with higher level of anxiety and perceived stress. “The role of dispositional mindfulness and self-compassion is discussed as protective resources that could be utilized in times of stress” (Hwang et al., 2019, p. 1700). Dispositional mindfulness and self-compassion can assist educators to settle down in stressful situations within educational surrounding.

The result of this research will be referred to help the future international graduate students in Ontario to make better adjustments regarding the non-school factor challenges using their EI components. The recommendations developed at the end of this study will help the students be aware of those aspects which will help them manage their traumatic situations especially during the period of transition. Universities will be also aided through this research result as they can assist these international student with the cultivation of these emotional aspects. It will also help the institutions support these newcomer students in a better way by providing them with both educational and emotional resource services. The reconstruction of the institutional policies in order to address the emotional needs of the international graduate students will promote their international programs, in addition, will also increase their international student recruitment and global engagement.

Recommendations

The following recommendations resulted after the consideration of the three different types of analysis of EI in international graduate students and the institutional policies to support in developing their EI components to make better adjustments. The recommendations are more targeted towards the universities as possible measures that are to be taken in future for the benefit of the upcoming international graduate students.

- The primary recommendation calls for the universities to reshape the

internationalization strategies of the institutions. Recommendation for the inclusion of workshop and training programs based on mindfulness and self-compassion to foster the students' emotional competencies and stress management.

- The university policies regarding the mental health and wellness entails some reconstructions and create some safer, vulnerable but accessible platform on campus for the students to share their accounts emotional stresses and seek the required remedies (e.g., Mental health and wellness hub; Emotions Club; Healthy Mind; Healthy Life space; etc.).
- Creating these spaces is not enough because this research showed that some policies did reflected the existence of these scopes but the students are unaware of them, which is a great concern. So, recommendation include the necessity for letting the new students know and be aware of these availabilities on campus for their benefit.
- University programs could also provide more opportunities for students to connect with nature in their host culture (e.g., programs could offer nature walks, meditative and contemplative programs within the outdoors, outdoor activities, gardening/sports, etc.).
- Endorsements to assist the future international students with these programs in order to nurture and regulate their emotional competencies, stress management and social assimilation.
- Build a framework of guidelines for the universities to implement in providing provisions for better acculturation and settlement for the upcoming students with

better support services and aptitudes of self-regulation.

- Institutions can also integrate programs based on mindfulness in order to help the students better develop components like self-management, social awareness, relationship skills, et cetera, which has key linkage between social and emotional framework and academic, social, and emotional learning (Feuerborn & Gueldner, 2019).
- Developing the social structure of the schools by making it a more connected place in order to promote social network by strengthening relationship among students, teachers, staffs, et cetera.
- Institutions should focus on programs involving more cultural and social assimilation with the domestic students from Canada as research shows that “social expectations but not economic expectations were strongly linked to life satisfaction” (Zlotnick et al., 2019, p. 13). Association with the new culture and society plays a dominant role in the acculturation process-which the institutions should work on more.
- Universities should provide the upcoming students with information about the Canadian culture in advance because “providing prospective immigrants information on the new country’s culture while they are still in the host country and planning their immigration” (Zlotnick et al., 2019, p.3) can ease a lot of their stress and make them feel connected.
- Institutions should expand on mental health programs that aim to help students’ character building, life satisfaction, engagement actions which are all important in ensuring overall students well-being. Teachers and administrators can use

curiosity, engagement, and student development to induce students to seek eudemonic outcomes throughout their education (Vracheva et al., 2019).

- Universities might incorporate meditation sessions within their academic sessions in order to strengthen the students' mental ability and add more meaning to the learning environment. A moderated meditation model can add a lot to the psychological well-being, personal aspiration, learning environment, and one's meaning in life (Mairean, Turliuc, & Arghire, 2019; Zhang, Chen, Chen, & Schlegel, 2019).

Theoretical Implications

This section outlines how the findings further the discourse in literature on EI in international graduate students and how can university's mental health school policies help these students. The models and researches discussed in this segment vividly shows the need for these issues to be addressed and how they can be addressed by creating some new effective approaches and improving the previous setting for the mental and emotional grounds.

Studies Relating to the Recommendations

According to Berry (1997), the acculturation model based on the procedures in different multicultural societies is related to the manner and extent the immigrants adjust and adapt to the values, norms, behaviors of the dominant host culture. "Acculturation acknowledges the forces between the dominant host society and the minority immigrant culture, as well as levels of adaptation and strategies used by the minority immigrant culture to the dominant society" (Berry, 2005; Berry et al., 2006; as cited in Zlotnick et al., 2019, p. 2). Assimilation to the surrounding culture and building informative

relationships with the host society, religion, politics, and environment seeks the immigrants adapt better. According to Berry and Sabatier (2011), dual identity can play a dominant role in the process of acculturation (as cited in Zlotnick et al., 2019). It increases the rate of self-identification and helps to shape a better connection with the surrounding culture.

McClintock, Rodriguez, and Zerubavel (2019) examine the effects mindfulness on the psychological health of non-clinical adults which shows that “mindfulness retreats are associated with improvements in mental health” (p.1451). These findings gives an insight of proposed recommendation for the universities to incorporate mindfulness programs for the international students as it can be used to help to foster young adults’ mental health and well-being.

Another study conducted by Bamber and Morpeth (2018) shows that mindfulness meditation is an effective approach to anxiety reduction as it is comprised of elements of self-regulation. This study sets another example which suggests that workshops relating to mindfulness and self-regulation plays a vital role to fight anxiety and stress which is seen to be a very common challenge for international students during their adjustment period.

Kyeong (2013) in his research discovers that self-compassion acts like a moderator for the Korean students in order to balance between academic burden and psychological health. This portrays a vivid picture that how self-compassion can help the international students in Ontario balance their academic stress and emotional breakdown. It can surely lead to another proposed recommendation to create workshop and seminar based on self-awareness and self-compassion in order to give the students better support in management with their academic and psychological burdens.

A student's feeling of connectedness to school helps meet health, social and academic challenges (Waters, Cross, & Runions, 2009). This article focuses on a systemic search and review process on the scholarly articles which came up with the findings that the social and ecological structure of the school actually helps the student feel connected and helps them fight several challenges. It talks about the school characteristics that promotes connection between students, peers, educators, and staffs actually holds a healthy climate in order to nurture the students' social network and well-being.

Fabio and Kenny (2019) carried out two studies that examined individual psychological resources that might be fostered to promote individual and organizational well-being. The primary study was conducted on a sample of 524 Italian university students and the relationship of trait EI and both hedonic and eudaimonic well-being, controlling for the effects of personality traits were studied. The results of which revealed that trait EI explained a percentage of incremental variance beyond that accounted for by personality traits in relation to both hedonic and eudaimonic well-being. The second study assessed the contribution of Positive Relational Management (PRM) to hedonic and eudaimonic well-being with a sample of 252 university students. Analyses showed that PRM accounted for significant incremental variance beyond that accounted for by personality traits in relation to both hedonic and eudaimonic well-being.

Fabio and Kenny (2019) underline the importance of building healthy connections and illustrate "positive relationships with acceptance of change, relational civility in the workplace and academic settings, and perceived employability among workers and university students" (p. 6). The development of psychological resources has maximal benefit for the

promotion of well-being when developed prior to the emergence of difficulties (Fabio & Kenny, 2019) which should be an aspect taken into consideration by the institutions focusing on internationalization. The international graduate students, PRM might be enhanced to develop positive aspects of self in relationship as a preventive psychological resource fundamental for individual and organizational well-being.

Conclusion

University programs should focus on the emotional paradigms of the students and aid them with services based on mindfulness and compassion. Appel, Park, Wortmann, and Schie (2019) talk about the struggles of spiritual and religious violation in the stressful phases of life. In these situations discrepancies rise the most within the individual's mind which is common case for the international students. Programs based on mindfulness, mental wellness, and cultural awareness should be targeted for international students in order to promote their cultural competence and social-emotional/mental health. Universities should also include programs and provide resources for faith-based support as faith beliefs and spiritual health are often connected to mental health and cultural competence. "Religion is often a driving force in negative attitudes" (Anderson & Deslandes 2019, p. 128), which further explains that in situation of trauma and stress religion can facilitate in building tolerance or intolerance towards oneself as well as the surrounding. Cetin (2019) states "Participation in social life and feeling included in the host country can play an important role on well-being" (p. 64) by which he meant that religious participation and social inclusion greatly affect the immigrants and refugees and ease many of their difficulties. University programs could also provide more opportunities for students to connect with nature in their host culture

(e.g., programs could offer nature walks, meditative and contemplative programs within the outdoors, outdoor activities, gardening/sports, etc.). Adams (2019) illustrates the importance of spiritual space and experiences that can be provoked by nature. A moderated meditation model can add a lot to the psychological wellbeing, personal aspiration, learning environment, and one's meaning in life (Mairean et al., 2019; Zhang et al., 2019). Connections with nature, spirit, and religion shape relationships with oneself, his tradition, and relationships with the surrounding people. In traumatic situations, regulating one's own emotions is a key aspect for every individual.

EI can be a good aid for individuals to regulate their emotions under stressful and challenging circumstances. According to Fabio and Kenny (2019), "the 21st century is characterized by a rapidly changing world where challenges and transitions are ever more frequent with regard to the workplace and society overall" and in this situation the role of emotional intelligence acts as a key element. Larsen (2015) states that "Internationalization is a key feature of higher education in the early 21st century, and Canadian universities are no exception to this global trend" (p. 101). With this higher rate of internationalization, there is a higher rate of international student flow whose needs are very essential to be addressed by these universities as they suffer from multi-various challenges during this time. The universities are prone to internationalization and are shaping their policies to adapt these students' educational needs but there is a significant lacking in addressing the emotional concerns. When these students move to this land in order to pursue their higher education, they come across stressful situations regarding their settlement which can be supported by cultivating their emotional strengths and management.

This study was conducted to explore the elements of EI and how it can be connected to the missing policy pieces of the universities in order to help the students in making smoother transition. The results of the study concludes that the nurturing of the components of EI can surely assist the students in a better way by regulating their disruptive impulses. Universities disposed to internationalization are recommended to take the initiative and create opportunities for mental health workshop, training sessions of self-awareness and mindfulness for the benefit of both the institutions as well as the students. In this way the students can handle their traumatic situations and make better adjustments to the new setting and the universities can also have greater student enrollment and global engagement in Ontario by providing them with not only educational but all other required resources.

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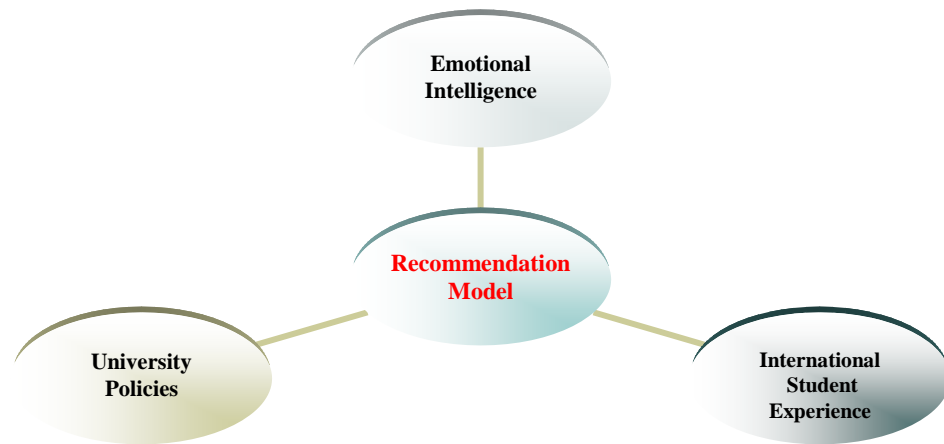
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Appendix

Recommendation Model

The Recommendation Model includes a set of recommendations for the universities that will help them reshape their policies and programs in order to aid the future international students better especially with their emotional regulation and management.



This research was based on the conceptual analysis of Emotional Intelligence, policy analysis of the policy documents of three universities in Ontario and an auto-ethnographic analysis of my own personal experience. An extensive study of all these paradigms disclosed the need for a set of recommendations for the universities in order to aid the future international students in Ontario.

Recommendations for Universities

- **Inclusion of workshop and training programs based on mindfulness and self-compassion to foster the students' emotional competencies and stress management.**
- **Creation of some safer, vulnerable but accessible platform on campus for the students to share their accounts emotional stresses and seek the required remedies.**
- **University programs could also provide more opportunities for students to connect with nature in their host culture**
- **Build a framework of guidelines for the universities to implement in providing provisions for better acculturation and settlement for the upcoming students with better support services and aptitudes of self-regulation.**
- **Universities should provide the upcoming students with information about the Canadian culture in advance while they are planning their immigration.**
- **Developing the social structure of the schools by making it a more connected place in order to promote social network by strengthening relationship among students, teachers, staffs etc.**
- **Universities might incorporate meditation sessions within their academic sessions in order to strengthen the students' mental ability and add more meaning to the learning environment.**
- **Teachers and administrators can use curiosity, engagement, and student development to induce students to seek eudemonic outcomes throughout their education.**