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Cross-cultural Differences In the Manifestation of Emotional States and In the Perception of Emotional Intelligence Among Masters Students in Kazakhstan and Spain

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Abstract

In this research, I have identified similarities and cross-cultural differences of emotions, emotional states and perception of emotional intelligence among Masters students in Kazakhstan and Spain. Research tools used were a standardised psychological colour choice test designed by Luscher and modified by Sobchik, combined with the well-validated Spanish shorter version of the Trait Meta-Mood Scale (TMMS) (Femandez – Berrocal, Extremera, & Ramos, 2004). The research was implemented with a sample of Masters students (N = 100) from Pavlodar State University, Kazakhstan, and from the University of Granada, Spain. Results showed similarities with regard to friendliness, trust in others, discomfort, emotional tension and sensitivity, as well as statistically significant differences with regard to motivation, desire to dominate, self-concept, tension, anxiety, emotionality, difficulties in social adaptation, and sociability among the preferences of Masters student which here are considered indicators of emotional intelligence regarding attention**,** clarity**,** and repair. Analysis of the results showed a cross-cultural differences in the correlation between attention to one's own and other people's emotions and emotional states, and the ability to regulate and to change one's own emotions and emotional states correctly among Masters students in Kazakhstan. Results also show a correlation between knowledge, understanding one's own emotions and other people's emotional states and the ability to regulate and to change one's own emotions and emotional states correctly among Masters students in Spain.

Keywords: emotion; emotional states; emotional intelligence; cross-cultural differences; TMMS psychological colour choice test

Introduction

Culture determines the values and norms of individuals. What is considered important in a society is therefore determined to a great degree by culture. Consequently, societal norms also determine the meaning of emotions and the controlling of them (Eid and Diener, 2001). Which kinds of emotions are openly shown, and how emotions are communicated, differ greatly across cultures (Matsumoto, 1989) [1]. Studying cultural processes in order to understand psychology is a daunting task. It requires a specific, comprehensive conceptualisation of what culture is, and how it encompasses human psychology (Ratner, 2000) [2]. An important trend in the development of modern psychology now is the growing importance of cross-cultural aspects (Rivers, 1905; Kluckhohn, 1952; Ekman & Friesen 1971; Ekman, 1972; Mukanov, 1972, 1990; Keltner, 1995; Isaacowitz, & Charles, 1999; Matsumoto, 2000; Elfenbein & Ambady, 2002, 2003; Dzhakupov, 2004, 2008; Yoo et al., 2006; Stefanenko, 2009; Pochebut, 2011;. Vakoch, 2013). A study of the psychological similarities and differences between ethno-cultural communities and ethnic groups within a particular society is becoming the most common. Culture is our social heritage and allows people to live in an organised community, provides ready solving of problems, helps to predict the behavior of people, and lets people know what to expect from each other. Culture is essentially a single semantic field, using values and symbols which are uniquely interpreted b7y all the members of an ethno- cultural community [3].

Culture can be defined as the "collective programming of the mind which distinguishes one group from another" (Hofstede, 1980). It sets the basic values and norms for a society. It is a system to transfer

meaning and information to its members (Matsumoto et al., 2008). These dimensions have been the basis for research on culture's influence on emotions (Fernández-Berrocal et al., 2005; Matsumoto, 1989, 1990, 2007).

One of the global characteristics in the behavior of the person is emotion, which is understood ambiguously. In the scientific literature on the psychology of emotions there are numerous studies on kinds of emotions, on the properties and functions of emotions, and also on such emotional condition and reactions as anxiety, stress, aggression, happiness, and depression (Darwin, 1872; Lange, 1895, 1896; Ribot, 1896; Levitov, 1964; Simonov 1966, 1970, 1975, 1981; Izard, 1971; Dodonov, 1978; Plutchik, 1980; Vasilyuk, 1984; Ekman, 1992; Lazarus, 1993; Keltner, 1995; Bojko, 1996; Baron and Richardson, 1998; Ilyin, 2001, 2006, 2012; Acosta, Lupiáñez, and Pacheco-Unguetti, 2008, 2009, 2011, 2013).

Ekman noted that, despite the fact that the six basic emotions expressed everywhere are the same, each culture has its own rules regarding manifestation of emotion. These rules define what kind of emotional expression people can use [4]. At the same time, psychological science has only recently begun to systematically study the cultural differences in the manifestation of emotions. According to systematic studies, people have a wide range of dispositions to respond in a certain way in different situations. This means that people show a certain permanence in their actions, thoughts and emotions, regardless of the flow of time, events or life experience, but at the same time, no two people are exactly alike [3]. Cattell argued that personality traits are a relatively constant tendency to react in a certain way in different situations and at different times. They reflect stable and predictable psychological characteristics [3]. It is known that the perception of the outside world in different cultures have some peculiarities and distinctive traits. Thus, the distinctiveness of the socio-economic and geographical conditions of Kazakhstan, such as a nomadic way of life, a continental climate, prevalence of cattle and horse farms, had some influence on the formation of, and development of, mental qualities of Kazakhstan citizens and ways of perceiving reality around them. Stable psychological characteristics of Kazakhstan citizens are: openness, friendliness, hospitality, helpfulness a willingness to share what with those in need, a focus on the family, the family as the most important value, the importance of opinions of others. At the same time, Kazakhstan citizens have internal attitudes to the rapid and simple solution to difficult problems, for example, the tactic of promises. Of great importance for people is unity with the group with peers, friends, colleagues, and relatives. Less attention is paid to the emotions.

In recent years, scientific literature has reflected particular interest in the study of individual differences in the ability to process and utilise emotional information (Mayer, Roberts, & Barsade, 2008) [5]. Emotions are not subject to precise lines of behavior, but respond to external changes in communication, or changing their internal perception. For example, emotions influence cognition: a good mood encourages people to think positively, encouraging them to change the course their thoughts. People in a good mood think that they are quite healthy in comparison with others. People in a bad mood may decide that their health is significantly worse than the other. Consequently, many intercultural misunderstandings and conflicts occur due, in part, to a lack of cultural and emotional awareness of differences in behavioral expectations (Ang, Van Dyne & Koh, 2006; Black & Gregersen, 1991; Brislin, Worthley & MacNab, 2006; Kumar, Rose & Subramaniam, 2008; Triandis, 2006) [6].

In this research two tools were used: the standardised psychological colour choices test of Luscher and the well-validated Spanish shorter version of the TMMS. Emotional Intelligence (EI) is defined as an enduring personal trait which underlines the person's ability to adaptively identify, understand, manage, and harness emotions of both self and others and to use these emotions to facilitate cognitive processing (Mayer, Caruso, & Salovey, 1999; Salovey & Mayer, 1990; Schutte et al., 1998). Emotional intelligence relates to one's ability to recognize and understand emotional information and then to use it for planning and self-management [7]. The choice of colour depends on the number, or set, of stable personality characteristics, as well as on the current state of the situation. The colour preference is related equally to the perception of each individual colour. According to Luscher, perception of colour is

objective and universal, but that colour preferences are subjective: this difference allows us to objectively measure the subjective states in the colour test [8].

Therefore, considering that emotional intelligence can be an important element in the perception and manifestation of emotional states among Masters students from different cultures, we studied the emotional peculiarities of two groups of Masters students from Spain and of Kazakhstan, and defined their ability to perceive emotions through indicators of emotional intelligence, which allowed us to identify the impact of the ability to perceive and to change emotions on the manifestation of emotional states.

Leading idea / Hypothesis/ Purpose of the study

This study aimed at providing a deeper understanding of how culture influences the emotions. The leading idea of the research was to study the peculiarities of emotional states and their cross-cultural differences, and factors that influence the manifestation of emotions.

Tasks

For psychological analysis of the survey data we used the standardised psychological colour choices test of Luscher as modified by Sobchik [9] and the well-validated Spanish shorter version of the Trait Meta-Mood Scale (TMMS) (Femandez-Berrocal, Extremera & Ramos, 2004).

The colour choices test of Luscher helped identify indicators of emotional stability and emotional states of the Masters students based on single-choice. Four basic colours (blue, green, red, yellow) represent basic psychological needs. In our research these colours are particularly important, and should ideally occupy the first four positions. Complementary colors (purple, brown, black and grey) express positive and negative indicators.

The TMMS was designed to assess how people reflect upon their moods and to determine the extent to which people attend to, and value, their feelings (Attention), feel clear rather than confused about their feelings (Clarity), and use positive thinking to repair negative moods (Repair) [5]. This tool allowed us to estimate the perceived ability of the Masters students to draw attention to their moods and emotions, and their ability to distinguish and to regulate emotions.

In the research for identifying statistically significance of the differences in emotional states we used the *U*-test of Mann–Whitney; for identifying statistically significance of the differences in, and indicators of, emotional intelligence we used the one-way ANOVA. For calculation of the correlation between emotional states and indicators of emotional intelligence we used the criterion *r* - Spearman.

Processing of the results was performed with using the statistical program «Statistika 8.0.».

Participants

Participated in the experiment were 100 Masters students between 22-28 years. Thirty women and 20 men participated in the study in Pavlodar State University named after S. Toraygyrov (Kazakhstan), and twenty-six women and 24 men participated in the study in the University of Granada (Spain).

Procedure

The Masters students were invited to participate in the research on a voluntary basis. Informed consent was obtained from all participants before the experiment. The Masters students were asked to choose the most favorable colour from 8 colours which were proposed. Then they were to choose the most favorable colour from the 7 remaining colours etc. until all the colours had been allocated to 8 positions.

Then the Masters students answered questions based on the TMMS test. This tool consists of 24 questions and the participants were assessed regarding to what extent they agreed with each item on a scale of 5 points - completely agree and 1 point - strongly disagree.

Results

Psychological colour choices test of Luscher modified by Sobchik
Our findings show how Masters students distributed preferred colours associated with the desired state (position 1 and 2); with the true feelings in the situation in which they are located (position 3 and 4); the indifference of the Masters to the situation (positions 5 and 6); with a negative attitude towards the situation (positions 7 and 8); a comparison between the colours of 1 and 8 positions. In this way we have identified the actual emotional problems of the the participants in the experiment.

The results of the research are presented in Graphics 1-8. From the graphs we can see quite a different distribution of basic and complementary colours on 8 positions among Masters students from Kazakhstan and Spain This allowed us to see the cross-cultural differences manifestations of emotions among Masters students in the two cultures.
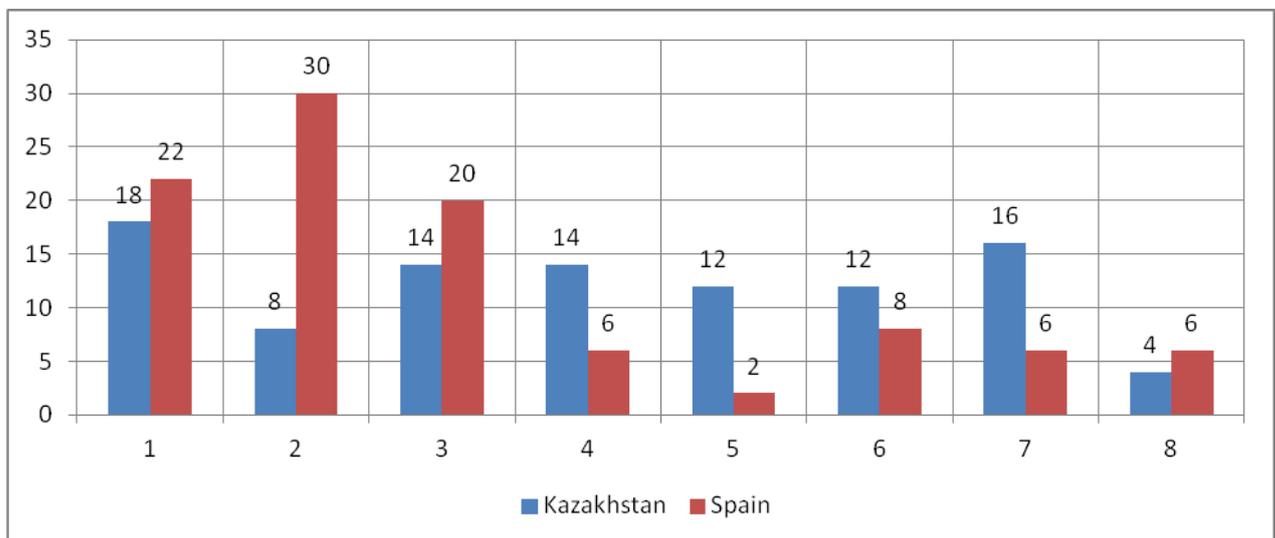
Graph 1 – The distribution of red colour on eight positions of Masters students, %

In Figure 1 we can see how many Masters students chose the red color in each of the eight positions. Red colour symbolizes expression of a vital force, nervous and hormonal activity, desire to success. It is a desire to win, desire to have sport, of "willpower". Rejection of red color reveals physiological and nervous exhaustion [9].

Thus, we see that in **1 and 2 positions** 52 % of the Masters students from Spain and 26 % of the Masters student from Kazakhstan chose red colour. These Masters students are characterised by such personal qualities as: activity, high motivation, desire to dominate, immediacy and emancipation of behavior, highself-concept, desire to risks, leadership abilities.

In **3 and 4 positions** 26 % of Masters students from Spain and 28 % Masters students from Kazakhstan chose red colour. These Masters students are active in achieving of objective, regretting wasted efforts to achieve the objective.
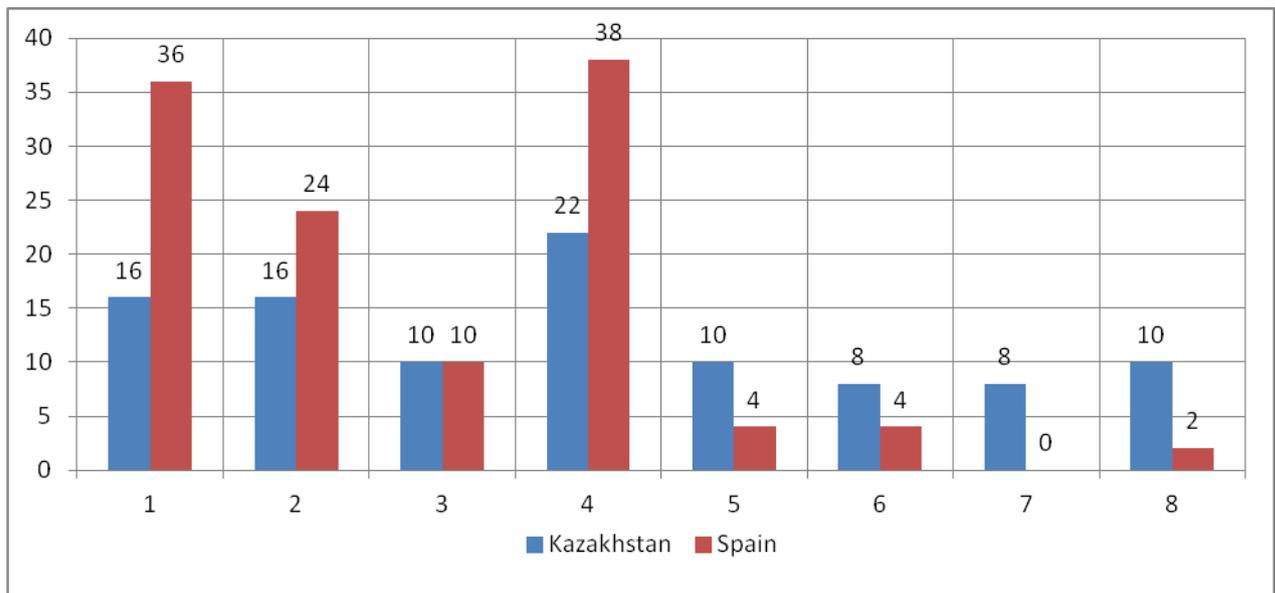
In **5 and 6 positions** 10 % of Masters students from Spain and 24 % Masters students from Kazakhstan chose red colour. These Masters students are irritable and in need of rest.

In **7 and 8 positions** 12 % of Masters students from Spain and 20 % Masters students from Kazakhstan chose red colour. These Masters are irritable, overworked and have a reaction of wrath and have neurotic symptoms.

Thus, we found that Masters students from Spain are more active, purposeful, confident. Masters from Kazakhstan are more in need of a rest, irritable, tense and have a reaction of wrath and a feeling of fatigue. Masters students of both cultures are characterized by regrets about wasted efforts to to achieve the objective.

We found statistically significant differences in the choice of red colour among Masters students ($p <$ 0,05). The results showed significant differences in the choice of red colour in the second position (0,005). We found cross-cultural differences in the manifestation of the emotional states of the Masters students (immediacy and emancipation of behavior, high self-concept, desire to take risks, leadership abilities).

Graph 2 – The distribution of yellow color on eight positions of Masters students, %

In Figure 2 we can see how many Masters students chose the yellow colour in each of the eight positions. Yellow colour symbolises relaxation, hope or expectation of great happiness into future, and the desire to experience the new [9].

In **1 and 2 positions** 60 % of Masters student from Spain and 32 % of Masters students from Kazakhstan chose yellow colour. These Masters students are in need of change, communication and recognition, are demonstrative, dependent on others, and avoid responsibility.

In **3 and 4 positions** 48 % of Masters students from Spain and 32 % of Masters students from Kazakhstan chose yellow colour. These Masters students are optimists, seek to make bright impressions and change.

In **5 and 6 positions** 8 % of Masters student from Spain and 18 % Masters student from Kazakhstan chose yellow colour. These Masters students are cautious in communicating, need approval, avoid disappointment and hope to improve the situation in the future.

In **7 and 8 positions** 2 % of Masters students from Spain and 18 % Masters students from Kazakhstan chose yellow colour. These Masters students are disappointed, avoid responsibility and have stress, fear, anxiety, and make excessive demands on others.

Thus, we found that Masters students from Spain are more in need of change, communication and recognition, more demonstrative, dependent on others, optimistic, desire to make bright impressions and change. Masters from Kazakhstan are more in need of approval, hope for improvement of their situation in the future, are careful in communication, are fearful, make excessive demands on

others, lack flexibility, show anxiety, and are often disappointed. Masters students of both cultures are characterised by avoidance of responsibility.

We found statistically significant differences in the choice of yellow colour among Masters students ($p <$ 0,05). The results showed significant differences in the choice of yellow colour at the first position (0,023). This shows cross-cultural differences in the manifestation of the emotional states of the Masters students, including the need for change, for communication and recognition.
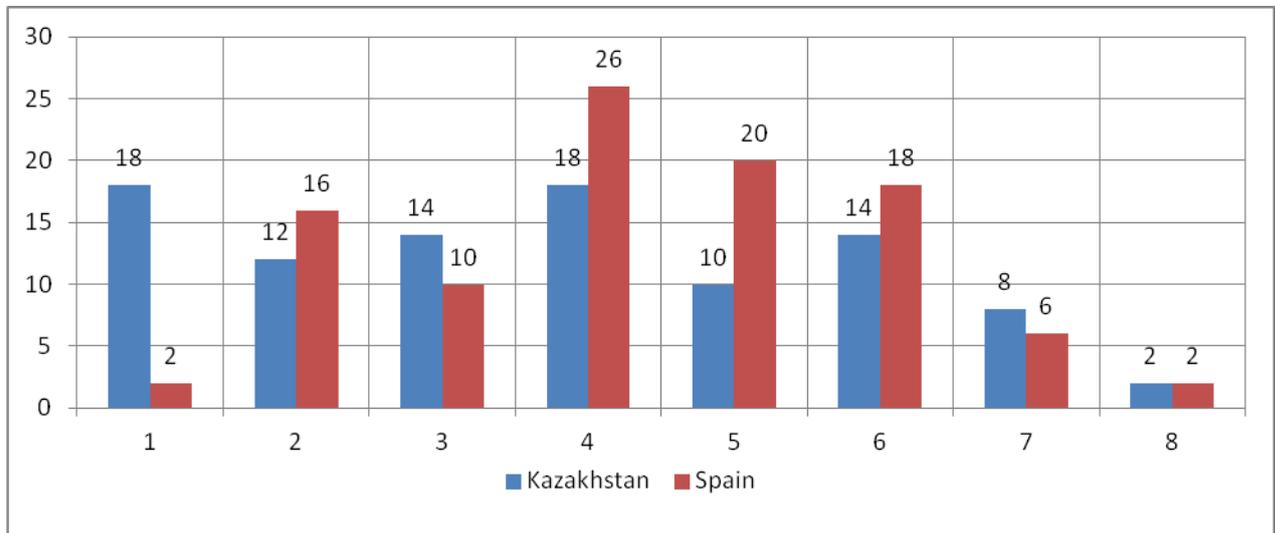
Graph 3 – The distribution of blue colour on eight positions of Masters students, %

In Figure 3 we can see how many Masters students chose the blue colour in each of the eight positions. Blue colour symbolizes calm, sensitivity and vulnerability, empathy, trust, self-sacrifice, and devotion [9].

In **1 and 2 positions** 18 % of Masters students from Spain and 30 % Masters students from Kazakhstan chose blue colour. These Masters students are in need of harmony and understanding, love and support, emotional stability, but are friendly, closed, inert to acceptance solutions.

In **3 and 4 positions** 36 % of Masters students from Spain and 32 % of Masters students from Kazakhstan chose blue colour. These Masters control expression of feelings and behavior.

In **5 and 6 positions** 38 % of Masters students from Spain and 24 % of Masters from Kazakhstan chose blue colour. These Masters students are afraid of emotional attachment.

In **7 and 8 positions** 8 % of Masters students from Spain and 10 % of Masters students from Kazakhstan chose the blue colour. These Masters have depression, irritability, anxiety, and emotional tension.

Thus, we found that Masters students from Spain are more afraid of emotional attachment. Masters from Kazakhstan are more in need of harmony, understanding, love, support and friendship, but are closed, and inert to decisions. Masters students of both cultures are characterised by control of feelings and behavior, depression, irritability, anxiety, and emotional tension.

We found statistically significant differences in the choice of blue colour among Masters students($p <$ 0,05). The results showed significant differences in the choice of blue colour at the first position (0,026). We found cross-cultural differences in the manifestation of the emotional states of Masters students in relation to the need for harmony and understanding, love and support.
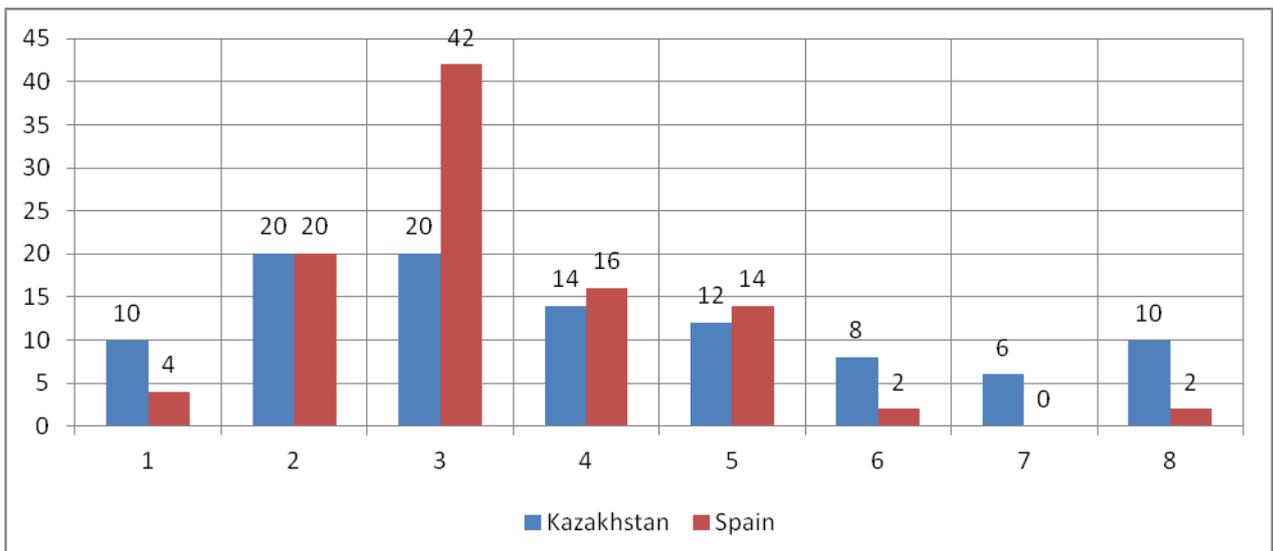
Graph 4 – The distribution of green color on eight positions of Masters students, %

In Figure 4 we can see how many Masters students chose the green colour in each of the eight positions. The green colour symbolizes tension, perseverance, purposefulness, resistance to change, constancy of views. Preference of green colour reveals scrupulous accuracy, critical analysis, logical sequence, the need to impress and to maintain one's own position [9].

In **1 and 2 positions** 24 % of Masters students from Spain and 30 % of Masters students from Kazakhstan chose green colour. These Masters students show skepticism, tenacity, rationalism, a feeling of competition, and the importance of their own social position.

In **3 and 4 positions** 58 % of Masters students from Spain and 34 % Masters students from Kazakhstan chose green colour. These Masters students are insistent, demanding, show tenacity, and defend their positions.

In **5 and 6 positions** 16 % of Masters students from Spain and 20 % of Masters from Kazakhstan chose green colour. These Masters students are tense, but trust others.

In **7 and 8 positions** 2 % of Masters students from Spain and 16 % of Masters students from Kazakhstan chose green colour. These students are tense, dissatisfied with their social status, have a weak volition.

Thus, we found that Masters students from Spain are more insistent, demanding, and good at defending their positions. Masters students from Kazakhstan are more skeptical, rationalistic, dissatisfied their social status, do not defend their position. Masters students of both cultures are characterised as being compliant, trusting to others, and showing tensions.

We found statistically significant differences in the choice of green colour among Masters students ($p < 0,05$). The results showed significant differences in the choice green colour in the third, sixth, seventh and eighth positions (0,017; 0,027; 0,042; 0,042). We found cross-cultural differences in the manifestation of the emotional states of Masters students regarding insistence, being demanding, trusting in others, are tense, dissatisfied their social status, and have a weak volition.
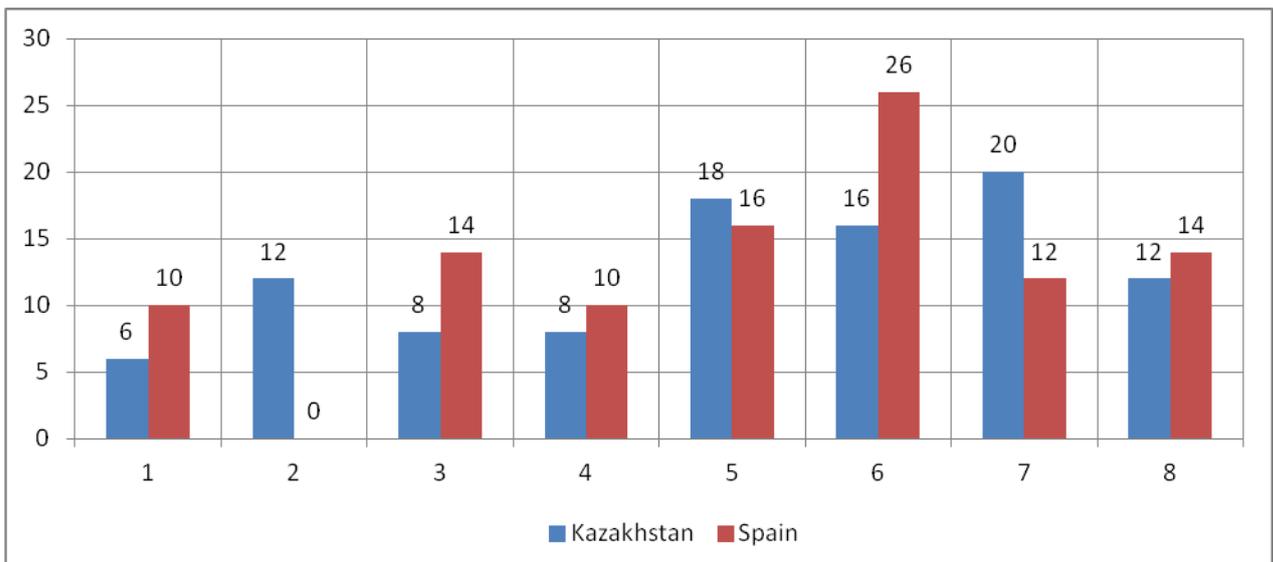
Graph 5 – The distribution of purple color on eight positions of Masters students, %

In Figure 5 we can see how many Masters students chose the purple colour in each of the eight positions. Purple colour symbolises tension, deterrence of emotional manifestations, selectivity in communication, increased sensitivity, the need of self-control, increased requirements of others, excessive credulity, unrealistic desires and irresponsibility. Preference of purple colour is peculiar to people of emotionally immature [9].

In **1 and 2 positions** 10 % of Masters students from Spain and 18 % Masters students from Kazakhstan chose purple colour. These Masters students are unstable, have difficulties in social adaptation, are emotional, vulnerable and sensitive.
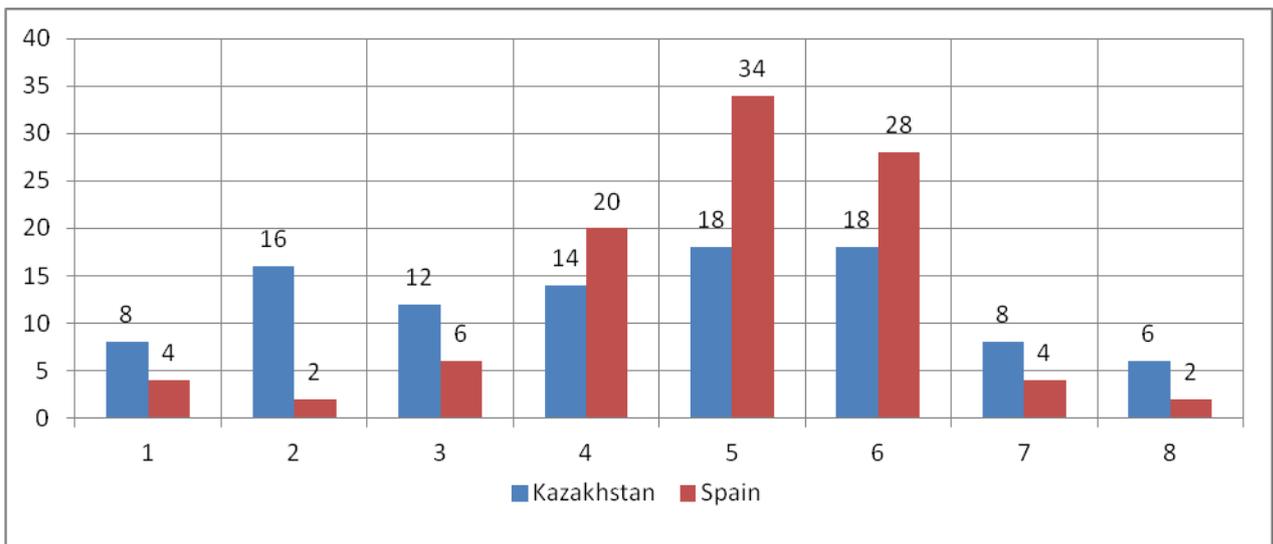
In **3 and 4 positions** 24 % of Masters students from Spain and 16 % Masters students from Kazakhstan chose purple colour. These Masters students have difficulty in adapting, and are sensitive.

In **5 and 6 positions** 42 % of Masters students from Spain and 34 % Masters students from Kazakhstan chose purple colour. These students are secretive, sentimental, touchy, and focused on their problems.

In **7 and 8 positions** 26 % of Masters students from Spain and 32 % of Masters students from Kazakhstan chose purple colour. These students are tense, restrain their emotions, are selective in communication, sensitive, trusting and highly demands of others.

Thus, we found that Masters from Spain are more secretive, sentimental, and resentful. Masters from Kazakhstan are more vulnerable, tense, restrain their emotions, are selective in communication, have high demands of others, are trusting. Masters students of both cultures are characterised by sensitivity, and have difficulties in social adaptation.

We found statistically significant differences in the choice of purple colour among Masters students ($p <$ 0,05). The results showed significant differences in the choice of purple colour in the second position (0,011). We found cross-cultural differences in the manifestation of the emotional states of Masters students regarding being emotional, vulnerable, and sensitive.

Graph 6 – The distribution of brown color on eight positions of Masters students, %

In Figure 6 we can see how many Masters students chose the brown colour in each of the eight positions. Brown colour symbolise physical discomfort, need to rest [9].

In **1 and 2 positions** 6 % of Masters students from Spain and 18 % of Masters students from Kazakhstan chose brown color. These Masters students are emotionally tense, need to rest, and have increased anxiety and fatigue.

In **3 and 4 positions** 26 % of Masters students from Spain and 26 % Masters students from Kazakhstan chose brown colour. These students have anxiety, uncertainty, over-exertion, suspiciousness, discomfort, need for rest and relaxation.

In **5 and 6 positions** 62 % of Masters students from Spain and 36 % of Masters students from Kazakhstan chose brown colour. These students have a need for comfort.

In **7 and 8 positions** 6 % of Masters students from Spain and 14 % of Masters students from Kazakhstan chose brown colour. These students show anxiety and deny the need for relaxation.

Thus, we found that Masters students from Spain are more in need of comfort. Masters from Kazakhstan are more in need of rest, are emotionally tense, have feeling of being unwell, experience fatigue, but are self-restraint. Students of both cultures are characterised by anxiety, uncertainty, over-exertion, fear, suspiciousness, discomfort, and the need for rest and relaxation.

We found statistically significant differences in the choice of brown colour among Masters students ($p < 0{,}05$). The results showed significant differences in the choice brown colour on the second and fifth positions (0,014; 0,043). We found cross-cultural differences in the manifestation of the emotional states of students regarding increased anxiety and fatigue, and having a need for comfort.
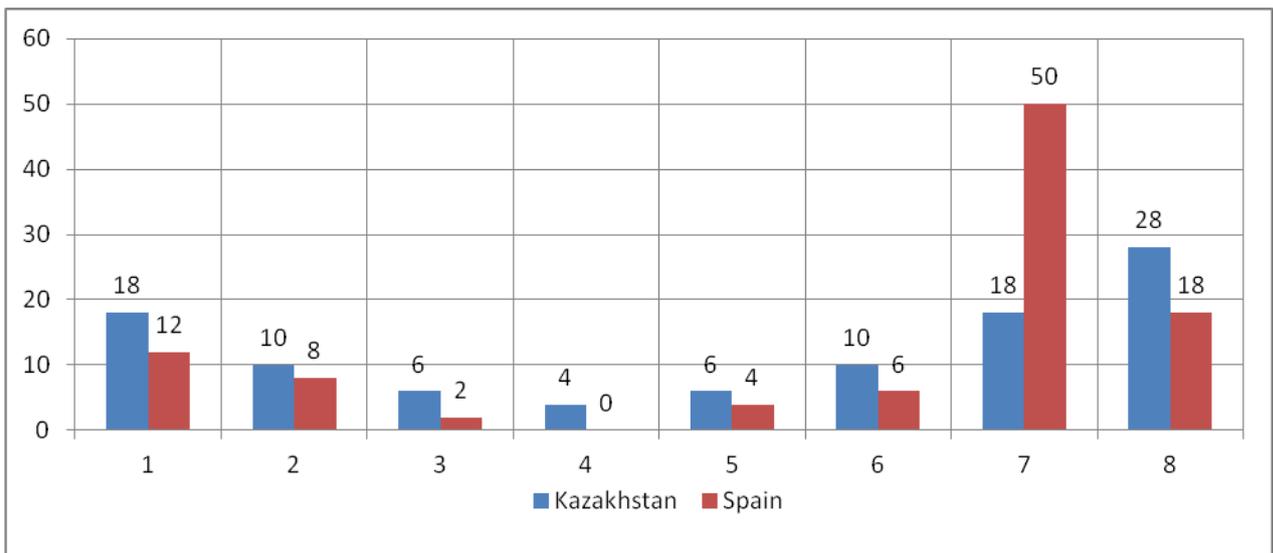
Graph 7 – The distribution of black color on eight positions of Masters students, %

In Figure 7 we can see how many Masters students chose the black colour in each of the eight positions. Black colour symbolises refusal, renunciation or rejection [9].

In **1 and 2 positions** 20 % of Masters students from Spain and 28 % of Masters students from Kazakhstan chose black colour. These students defend their point of view, are intolerant to others, and have reactions of protest.

In **3 and 4 positions** 2 % of Masters students from Spain and 10 % of Masters students from Kazakhstan chose black colour. These students experience conflict and are dissatisfied.

In **5 and 6 positions** 10 % of Masters students from Spain and 16 % of Masters students from Kazakhstan chose black colour. These students show compliance and waive realisation of their own plans.

In **7 and 8 positions** 68 % of Masters students from Spain and 46 % of Masters from Kazakhstan chose black colour. These students show anxiety and the need to decide solutions to their problems independently.

Thus, we found that Masters students from Spain are more anxiety and need to decide their problems independently. Masters from Kazakhstan are more enclined to defend their point of view, are intolerant to others, use conflict, are dissatisfied with their situation, have reactions of protest, and waive realisation of their plans.

We found statistically significant differences in the choice of black colour among students ($p <$ 0,05). The results showed significant differences in the choice of black colour on the seventh position (0,000). We found cross-cultural differences in the manifestation of the emotional states of Masters students regarding the need to decide their problems independently.
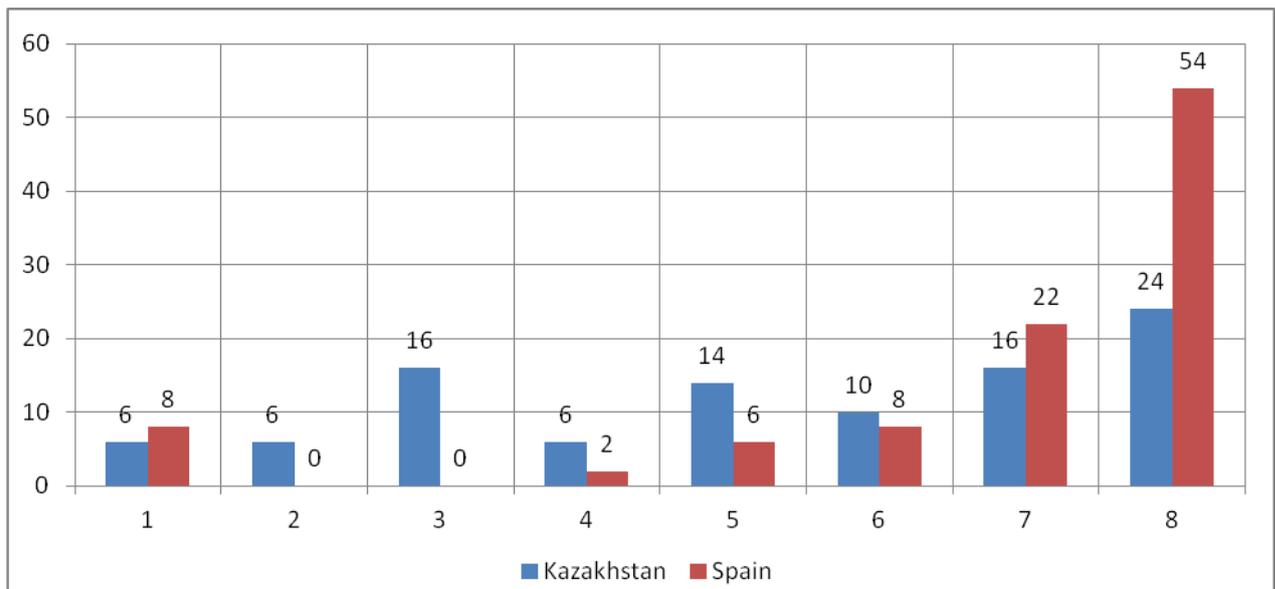
Graph 8 – The distribution of gray color on eight positions of Masters students, %

In Figure 8 we can see how many Masters students chose the grey colour in each of the eight positions. Grey color symbolises neutrality and the desire to shield themselves from external causes and impacts [9].

In **1 and 2 positions** 8 % of Masters students from Spain and 12 % from Kazakhstan chose grey colour. These have fatigue and stress, move away from contact with others, do not have objectives, are confused, indifferent to life, need to rest, desire compassion and understanding.

In **3 and 4 positions** 2 % of students from Spain and 22 % from Kazakhstan chose grey colour. These students feel helplessness and are often isolated.

In **5 and 6 positions** 14 % of students from Spain and 24 % from Kazakhstan chose grey colour. They are tense and have a deficiency of emotions.

In **7 and 8 positions** 76 % of students from Spain and 40 % from Kazakhstan chose grey colour. These show responsibility, sociability, and activity.

Thus, we found that Masters students from Spain are more responsibile, sociable and active. Students from Kazakhstan are more tired, fatigued, confused, indifferent to life, tense, do not have objectives, limit the scope of their communication, need to rest, need compassion and understanding, have a deficiency of emotions, feel helplessness and isolated.

We found statistically significant differences in the choice of grey colour among students ($p <$ 0,05). The results showed significant differences in the choice grey colour on the third and eighth positions (0,003; 0,002). We found cross-cultural differences in the manifestation of the emotional states of Masters regarding feeling helpless and taking responsibility.

Thus, we identified that the two cultures are characterized as follows: regrets about the efforts to achieve the objective, control of feelings and behavior, irritability, anxiety, emotional tension, trust in others, sensitive, difficulties in social adaptation, fear, suspiciousness, discomfort. Also we found statistically significant differences in the degree of the expressiveness of the emotional states ($p < 0,05$). That is, Masters students from Spain like immediacy and emancipated behavior, have high self-concept, desire to take risks, have leadership abilities, need change, need constant communication and recognition, are insistent, are demanding, have a need for comfort and a need to decide their problems independently and to show responsibility. Masters students from Kazakhstan are more tense, emotional, vulnerable, dissatisfied with their social status, have a need for harmony and understanding, for love and support, trust others, have a weak volition, experience increased anxiety and fatigue, feel helplessness.

Thus, we saw that the emotional state and expression of emotions depend on culture, and in each culture has its own rules of manifestation of emotions. These rules define what kind of emotional expression people can drawn upon. Standards of Kazakhstan culture disapprove of emotional manifestations such as high demonstrative and emancipation of behavior.

Trait Meta-Mood Scale (TMMS; Femandez-Berrocal, Extremera, & Ramos, 2004)
The results of the research are presented in Graphics 9-10 and Table 1. From the graph we can see the average values on indicators of emotional intelligence (Clarity, Repair, Attention) among Masters studnts from Kazakhstan and Spain.
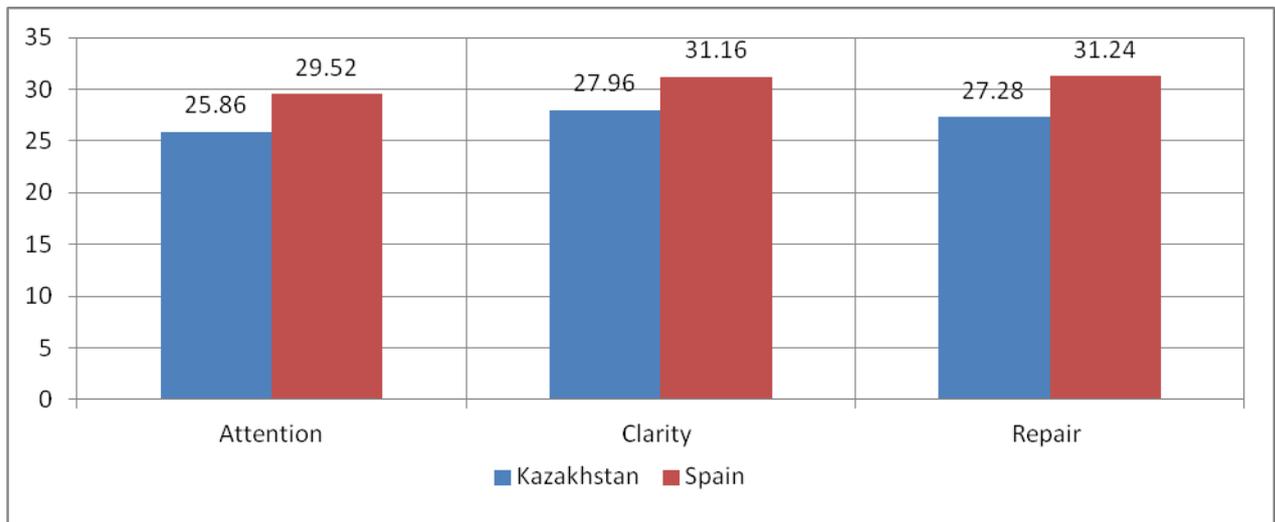
Graph 9 – The average values on indicators of emotional intelligence

We found difference in the indicators of emotional intelligence. Indicators of Attention**,** Clarity**,** Repair manifested are normal, i.e. students can feel and express their emotions properly; understand their own and other people's emotional states; can regulate and change their emotions and emotional states correctly. But these characteristics are more expressed among students from Spain.

We found statistically significant differences in the indicators of emotional intelligence ($p <$ 0,05):

Table 1 - The results of calculations on the one - way ANOVA

	Analysis of Variance (Spreadsheet118) Marked effects are significant at p < ,05000							
Variable	SS Effect	df Effect	MS Effect	SS Error	df Error	MS Error	F	p
attention	334,8900	1	334,8900	1530,500	98	15,61735	21,44346	0,000011
clarity	256,0000	1	256,0000	1894,640	98	19,33306	13,24157	0,000439
repair	392,0400	1	392,0400	1631,200	98	16,64490	23,55316	0,000005

As shown in Table 9, the results showed a cross – cultural differences in the ability to perceive emotions, use emotions, understand emotions, and manage emotions.
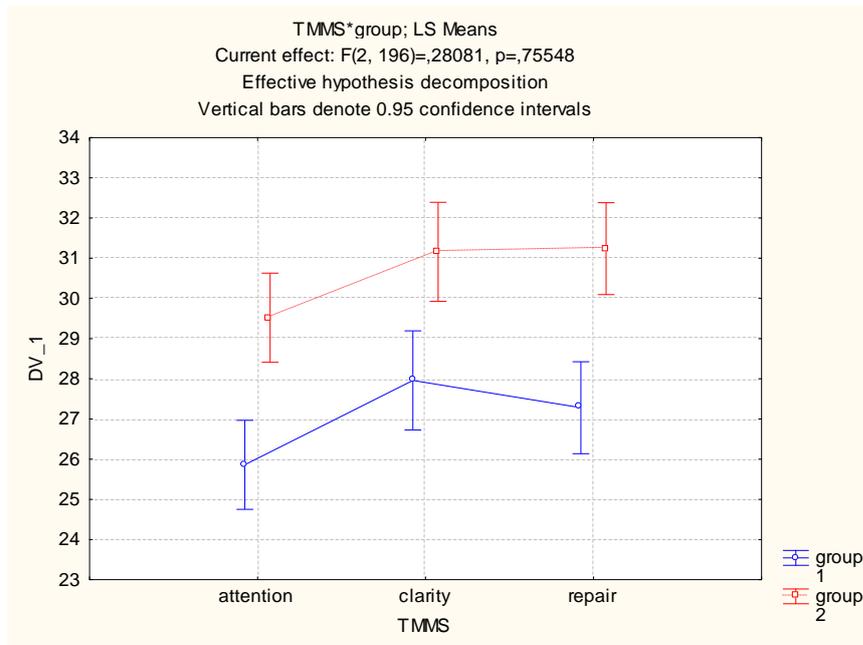
Graph 10 – The degree of display indicators of emotional intelligence

As shown in Graph 10, students from Spain expressed significantly greater indicators of emotional intelligence than students Kazakhstan. Thus, the decision about which emotions we display, and to whom we display them, is influenced by culture. Culture is the basis and the result of behavior, it determines the course of action, restricting actions and setting certain limits.

Correlation analysis

Results of calculations are shown in Tables 2 and 3. Results showed that 'calm' negatively correlated with 'physical discomfort' and 'tension'; 'refusal' negatively correlated with 'tension' and 'desire to succeed' in both groups.

Table 2 - The results of correlation analysis on the criterion *r* – Spearman (Spain)

Spearman Rank Order Correlations (Spreadsheet1)
MD pairwise deleted
Marked correlations are significant at p <,05000

Variable	ATENCIÓN	CLARIDAD	REPARACIÓN	gray	blue	black	green	brown	purple	red	yellow
ATENCIÓN	1,00000										
CLARIDAD	-0,05859	1,00000									
REPARACIÓN	0,22888	0,35775	1,00000								
gray	0,06502	0,06429	-0,07596	1,00000							
blue	-0,13850	-0,11804	-0,30152	0,04736	1,00000						
black	0,05322	0,01504	0,07663	0,09071	0,21727	1,00000					
green	0,13868	-0,06384	-0,00844	0,10205	-0,05831	-0,31502	1,00000				
brown	-0,19059	-0,11582	-0,01808	-0,22886	-0,36760	0,06700	-0,14455	1,00000			
purple	-0,06202	-0,03149	0,10648	-0,47692	-0,36733	-0,36629	0,07634	-0,08334	1,00000		
red	0,26564	0,13423	0,03673	-0,26831	0,03410	-0,51225	-0,03976	-0,18688	0,16660	1,00000	
yellow	0,12300	0,02202	0,18449	-0,13636	-0,42292	-0,38557	0,16892	-0,14130	0,05099	0,04296	1,00000

Results showed that desire to shield themselves ***negatively correlated*** with tension; calm – with the desire for the new and the ability to regulate and to change their own emotions and emotional states correctly; refusal with purposefulness and the desire for the new.

Results showed that knowledge of one's own emotions and understanding one's own and other people's emotional states ***positively correlated*** with the ability to regulate and to change one's own emotions and emotional states correctly.

Table 3 - The results of correlation analysis on the criterion *r* – Spearman (Kazakhstan)

Variable	ATENCIÓN	CLARIDAD	REPARACIÓN	gray	blue	black	green	brown	purple	red	yellow
	Spearman Rank Order Correlations (Spreadsheet1) MD pairwise deleted Marked correlations are significant at p <,05000										
ATENCÓN	1,00000										
CLARIDAD	0,03221	1,00000									
REPARACÓN	0,33461	0,16469	1,00000								
gray	0,05316	-0,23220	-0,29871	1,00000							
blue	-0,00653	-0,03337	-0,16529	-0,04164	1,00000						
black	-0,01372	0,02827	-0,00700	-0,18340	0,30874	1,00000					
green	0,20062	0,13695	0,23636	-0,34992	0,12800	0,07853	1,00000				
brown	-0,17194	0,17934	0,05470	-0,02987	-0,47516	-0,38901	-0,12965	1,00000			
purple	0,14824	-0,01610	0,09837	0,06785	-0,42224	-0,37593	-0,14433	0,36593	1,00000		
red	-0,15358	-0,08626	-0,12275	-0,17923	-0,38414	-0,32716	-0,42929	0,06031	0,22154	1,00000	
yellow	-0,01571	-0,09477	0,04090	-0,06278	-0,18830	-0,26606	-0,26593	-0,24192	-0,14225	0,40988	1,00000

Results showed that the desire to shield themselves ***negatively correlated*** with purposefulness and the ability to regulate and to change their emotions and emotional states correctly; desire to succeed – with calm and purposefulness; refusal – with physical discomfort.

Results showed that calm ***positively correlated*** with refusal; physical discomfort – with tension; desire to succeed – with the desire for the new; attention to one's own and other people's emotions and emotional states – with the ability to regulate and to change one's own emotions and emotional states correctly.

Analysis of the results showed a cross-cultural differences in the correlation between attention to own and other people's emotions and emotional states and the ability to regulate and to change one's own emotions and emotional states correctly among Masters student of Kazakhstan and correlation between knowledge, understanding one's own emotions and other people's emotional states and the ability to regulate and to change one's own emotions and emotional states correctly among students in Spain. That is, students in Kazakhstan must be attentive to one's own and other people's emotions and emotional states, be able to regulate and to change one's own emotions and emotional states correctly, and students in Spain should know and understand one's own emotions and other people's emotional states. Also the ability to regulate and to change one's own emotions and emotional states correctly depends on the desire to shield themselves (Kazakhstan) и calm (Spain).

Conclusions

The leading idea of this research was to study the peculiarities of emotional states and their cross-cultural differences, and also to identify factors of influence on the manifestation of emotions.

The results showed similarities and differences in the emotional states of the Masters students in the study groups. The two cultures are characterised by particular emotional states: regrets about the efforts which were to achieve their objectives; avoidance of responsibility; control of feelings and behavior; depression; irritability; anxiety; emotional tension; compliance; trust in others; tensions; sensitivity; have difficulties in social adaptation; uncertainty; over-exertion; fear; suspiciousness; discomfort; the need for rest and relaxation. We also found that students from Spain are more active, purposeful, confident, optimistic, persistent, sociable and independent. Master students from Kazakhstan are more tense, overworked, isolated, vulnerable, the sensitive. Master students from Spain needs change, communication, recognition, comfort, bright impressions and an option to solve their problems independently. Masters students from Kazakhstan needs rest, approval, harmony, understanding, love and support.

We found statistically significant differences in the colour preferences and in the indicators of emotional intelligence of the students ($p < 0,05$). Analysis of the results showed a cross-cultural differences in the positive and the negative correlations between colour preferences, indicators of emotional intelligence, colour preferences and indicators of emotional intelligence.

The results of this study confirmed the influence of culture on the expression and perception of emotions and emotional states. This shows that emotions are shaped and maintained by culture. The communication of emotions significantly differs across cultures, because in each culture has its own rules regarding manifestations of emotions.

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