THE EFFECTIVENESS OF EMOTIONAL INTELLIGENCE FACTORS OF LEADERSHIP IN CONFLICT MANAGEMENT IN FROZEN FOOD FACTORIES IN THAILAND

VATANYA LEEVONGVORAKUL

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE GRADUATE SCHOOL
STAMFORD INTERNATIONAL UNIVERSITY
MASTER OF BUSINESS ADMINISTRATION
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Title: The Effectiveness of Emotional Intelligence Factors of Leadership in

Conflict Management in Frozen Food Factories in Thailand

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	in Conflict Management in Frozen Food Factories in Thailand
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Abstract

The purpose of this study is to explore the role of emotional intelligence factors of leadership in affecting the conflict management in workplace and analyze the ability of the prediction of emotional intelligence and leadership of the headman and the methods to handle the conflict in an organization.

The quantitative research instrument is used in this research. The researcher developed the questionnaire in order to collect information from the respondents. The researcher designed the questionnaire based on the conceptual framework of the study. Besides, this study collected data from 200 samples from leader or manager who worked in frozen food factories in Thailand. The reliability established by Cronbach's alpha coefficient was 0.07.

The result analysis shows about the problem of the relationship between emotion intelligence factors, leadership, and the confliction in organization. The emotion of the leader in the organization is not the only factor that can affect conflict management but also the emotion of surrounding people which this factor can happen all the time but no one ever notice it. The result of this study shows that four out of five factors of emotion intelligence have affected on interpersonal conflict management. From the data collection, it also shows that the behaviors of leadership have an influence on conflict management.

However, when the conflict happened within the organization, one of an important skill in conflict resolution is listening skill. The leader must try out the equipment for the comments to decrease the confliction which should be related to the personal emotional intelligence as well.

Keywords: Emotional intelligence, Leadership, Conflict management

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CHAPTER 1
INTRODUCTION

1.1 Introduction of the Study

Human is an important element of world's revolution and development in society, economy, politics and community. Nowadays, our everyday life is full of changes and disorders. However, people can still manage and deal with problems very well and is also able to adapt to change wisely for quality in the society. The ability of dealing with problems, conflict and adaptation to every situation is Emotion Quotient.

Emotional Quotient or EQ is the ability to understand and sense others' feeling and oneself, sympathize and understand others, and be able to manage emotions effectively into the way that helps creating peace and success in life. Gibbs (1995) said that people who have ability to sense self-feeling and others to inspire oneself, to manage and control emotions, to express feelings in a respectful way, to adapt with society well, to work with others effectively and to live happily; are people with high Emotional Quotient.

According to general Intelligence Quotient researches or IQ, they found that people who will succeed in life, do not always depend on IQ. Only with intelligence cannot help in learning or work to be successful but with Emotion Quotient, it can be done. Mayer and Cobb (2000) found that intelligence can predict the success of learning and work only 20% but Emotion Quotient will be one of the greatest abilities that can create happiness and success in life. Goleman (Cited in Sutton, 2006), a psychologist who offered the theory in two types of emotional competence: Personal Competence and Social Competence. The building and keeping of Emotional Quotient is very important and affects success of life more than Intelligence Quotient four times; this will influence success at work.

Leader is one of the important factors for success of organization because leader has the duty and responsibility directly to plan and manage personnel in organization to achieve goals and objectives (George, 2000). According to Nordstrom (2010), the problem that interests scholars and people is how the leader does or what method that makes followers to be united and put all effort and try their best to make the work done

voluntarily but there are some leaders that followers feel unwilling to do work effectively. Besides, they feel dissatisfied so they are ready to drive out those leaders anytime. In organization management, executive officers have important roles in the operation due to their positions that have to take charge of officers' assignments to make it efficient (Gardner and Stough, 2001). Moreover, executive officers can be a factor that indicates the success of policy management. If executive officers have high abilities and wide visions, they will make educational operation succeed (Palmer, 2000). Thus, every organization requires educational executive officers with high abilities and moral standards, good characteristics as well as good management skills since there are also the success indicators in the organization. In the same way, Alversson and Willmott (2002) had studied about factors that influence the failure of executive officers in management. The research shows that most of the failures are caused by emotional intelligence problems. Cherniss and Goleman (2001) said that the achievement factors in business are not only personal abilities and cooperation from colleagues, but also emotional intelligence. Therefore, emotional intelligence is a positive attribute that every person should develop, especially all the executive officers.

Globalization period, operations have high levels of competition due to the changing of social and economic conditions in every countries. Furthermore, the progress of science and technology causes the high competition in service business. Every organization focuses on producing fast and good quality products as well as services. They use service methods that respond to customers' need as well as customers' satisfaction (Kernbach and Schutte, 2005). It can say that the success of companies is the result from the improvement to be elastic organizations, which use new methods to operate in order to respond needs and expectancies of customers which change all the time. Hence, service qualities are important in production and they are mentioned by service providers and customers (Safarnia *et al.*, 2011). Another method to success is teamwork and good coordination. Therefore, executive officers give precedence to the quality improvement of service providers by focusing on working in teams in order to provide good quality service. Working as a team can create personal development to make them be satisfied with their work and willing to be a part of the organization. All of these methods are the way to make organizations successful (Lunenburg, 2011). Besides, working as a team makes operations continue effectively

and have purposes together. These purposes are obligation from all members. Interaction makes members satisfy in teamwork. They can participate in making decisions and use their knowledge at work. Finally, they can have self-esteem because they are part of the success in the team. (Luca and Tarricone, 2011).

The industrial competitions and the change of business in world trading stage which happen to be so violent and drastic presently, result in the need of organization to learn and be considerate continually in order to follow up with the winds of change and also for the organization's survivability and to sustain the superiority (Wallace and Rijammpianina, 2005). The changes of competition conditions which are opened widely from the preparation of AEC affects the leaders in industrial organizations to adapt accordingly to competition conditions. Chulalongkorn Research Institution (Cited in International Labour Organization, 2006) divided Thai industrial sector into three groups which are agriculture, productivity and service. Nowadays, Thai industries have to face the dynamics change from environmental determinants both internationally and domestically under the globalization. The competitions in intellect, technology and innovation are likely to be more and more harsh. Thus, frequently the problem of competition in productivity using technology against the countries with technological advances occurs. Thailand has to strengthen the capabilities in industrial competition. At the same point, Domestic Industry Trends Report from Office of the National Economics and Social Development Board (Cited in International Labour Organization, 2006) ranks groups of industries from the business interest and the ability in competition which classify into three groups as follows: 1) Survival Industries such as machine industry, auto part industry, paper industry as well as milk industry 2) Improving Industries such as furniture industry as well as rice and sugar industry 3) Potential Industries such as automobile industry, petrochemical and plastic industry, chemical industry, electronic industry, rubber industry, iron industry, canned food industry as well as agro processing industry. However, survival industries are the target groups which need to improve in order to increase the potential competition due to the changing situation.

In the ASEAN Economic Community which we belong to at the moment, have giving numerous benefits for the country, but undeniable creates intense competition for business and industry with neighboring countries. However, considering the

potential of Thailand at the moment, we have the capability to compete with neighboring countries and furthermore, become future leaders of the ASEAN Economic Community (Rurkhamet, 2013). Organizations need to adapt to achieve the upper hand in the completion. Leaders of the organizations must present creative ideas to support the organization's strategy (Gondal and Husain, 2013). There are two significant aspects which create immunity for organizations to change 1) Leadership development 2) Vision of the organization. These two things must go in the same direction and must have the capability to change the organization (Vernon, 2010). The role of leadership oriented reform is to determine the direction, motivate and inspire the organization so that it carries on to have vision and strategy, which builds brand image (Downey *et al.*, 2011).

1.2 Statement of the Problems

Nowadays, the trend of private business is increasing due to the fact that they are being backed up by the government sector which has a policy to induce the development of small to medium SMEs. It is classified as a strategic priority in the reconstruction and economic development of the country to create new private business owners and also preserve old ones who still has potential (Rurkhamet, 2013). The supports of creating new private business owners not only benefit the economy as a source that support labors, create new products and meet the needs of unique markets, but also allow the business owners to do what they love. Furthermore, this will create stability in both work and income. Nevertheless, business owners must submit to the consequences and risks in numerous ways such as sales, profit, the uncertainty of raw material prices, and intense competition. Thus, business owners must check their readiness before starting a business.

The method to succeed in business requires a business owner who knows the industry inside and out. Outside means that they must have knowledge about the abilities required and also have a sense of what is going on in the industry. While inside, they must know themselves, control themselves, think for themselves, and furthermore be strong minded, be tolerant, be positive, or correlate with the fifth discipline by Peter M. Senge (Senge, 1990). With regards to the Mental Model, it can be summarized that

business owners are required to focus on Entrepreneurial Orientation. It is achieved by working with determination, having innovation capabilities, using innovations in product development processes, and serving the demands of customers under circumstances of risk (Lumpkin and Dess, 1996). Hence, it is obvious that business owners play a significant role in determining the direction, along with the success of the organization (Hambrick, 1981).

Something that the business owners have to face is the uncertainty of the economy. Key factors include the economic environment, market volatility and the complexity of business. Therefore, business owners need to learn and adapt to these changes (Grewal and Tansuhaj, 2001; Lin and Carley, 2001). The knowledge and ability in managing of business owners, alone, is not sufficient to deal with the problems. They must also know how to control themselves, as known as Emotional Intelligence, and also be adversity quotient to be able to understand and accept the change of circumstances (Jantunen, 2005). This makes the process of planning, decision-making and implementation of the business owners, accurate, precise, and effective. It also helps to create a good performance for the organization and a sustainable business for the long term.

From the study of related literatures, the researcher found that for the past several years there are studies of relationship between the focus on entrepreneurial orientation and firm performance (Tang *et al*., 2008; Todorovic and Schlosser, 2007; Slotwinski, 2010). From the focus on entrepreneurship study, most of the researchers are focusing on entrepreneurial orientation of executive officers or business owners (Aloulou and Fayolle, 2005), especially those who succeed; the researcher found that the focus on entrepreneurial orientation results in a profit and growth rate (Covin *et al*., 2006). However, there is also a factor that makes firm performance not according to the goal, that is, the uncertainty of business environment factor (Lumpkin and Dess, 2001).

Therefore, the researcher is interested in studying about emotional intelligence factors and adversity quotient which affects entrepreneurial orientation and firm performance along with studying about entrepreneurial orientation which has an effect on firm performance and the effect of uncertainty environment which affects the relationship between the entrepreneurial orientation and firm performance. The researcher focuses on the frozen food industry because the growth rate of the industry

has increased steadily, or 3.5 billion baht with growth rates averaging 13% (Lhbank, 2013). At the same time, the growth is a result of the need to hire additional employees to encourage the organization to work more effectively. According to most of the factories in Thailand, they are usually made up of foreign workers. So, the study of the emotional intelligence of the manager to manage diversity in the workplace, which is the cause of the conflict that can arise is important.

1.3 Research Objectives

The purpose of this research is to show how emotional intelligence factors of leadership affect conflict management in frozen food factories in Thailand. The research paper focuses on meeting the following objectives that are mentioned below:

- To explore the role of emotional intelligence factors of leadership in affecting the conflict management in workplace.

- To analyze the ability of the prediction of emotional intelligence and leadership of the headman and the methods to handle the conflict in an organization.

1.4 Scope of Research

Emotional intelligence factors are independent variables. Emotional intelligence factors consist of self-awareness, self-control, motivation, linked knowledge and social skills. The dependent variable is the methods to deal with the conflict which consist of avoidance, competition, yield, compromise and collaboration. The respondents of this research are first-line managers, foremen who are the officers of frozen food factories in Thailand.

1.5 Limitation of Research

There are some limitations, first it was a tight period of time to investigate. Second, due to the reputation of the organizations, the name of case study cannot be indicated because of the organizational policy. Third, the number of sample size was small compared to the number of frozen food industrial companies in Thailand. Moreover, this study investigated based on only emotional intelligence factors that affect the engagement of leadership in conflict management but in a real case, there should be more factors to be studied.

1.6 Significant of the Study

After studying this research, firstly, it can be an advantage for entrepreneurs. They can use this information to develop emotional intelligence, adversity quotient and entrepreneurial orientation in order to have an efficient management, accomplish organization's goals and succeed. Secondly, it can be used as guidelines for executive officer in the potential development of workplace in dealing with conflict and risk for a long-term success of the organization. Thirdly, the results of this study can be used or applied with other situations in workplace appropriately.

1.7 Definition of Terms

Emotional intelligence- Emotional intelligence or EQ is the phrase recognized as the definition of the personal ability to perceive, evaluation, and emotionally control. The person who has high emotional intelligence will have ability to adapt to the situation in the society both thinking and actions to produce effective results in practice or do anything to achieve success.

Leadership- the leadership refers to the hierarchy of an organization. The person who is the leader of an organization must focus on the objectives of the operation and find the ways to support the work efficiency. However, if an organization has a conflict occurs, the leader must find the way to solve the problem by effective way to maintain a good relationship within the organization.

1.8 Conceptual Framework

Self-awareness
- Aware of emotion
- Wait to achieve satisfaction
- Express of emotions
- Ready to overcome obstacles
- Understand own strengths and limitations

H₁

Self- regulation
- Handle problem properly
- Realize own mistakes
- Control own actions
- Initiative
- Optimism

H₂

Internal motivation
- Proud of own capabilities
- Comfort own self
- Have faith in every problem
- Encouragement

H₃

Empathy
- Sacrifice own benefits
- Understand others' feelings
- Solve others' problems
- Provide suggestions to others

H₄

Social skills
- Work and communicate with others effectively
- Appropriate encouragement to others
- Open minded
- Care for others
- Develop relationship

H₅

Managing interpersonal conflict
(Based on the conflict management theory by Thomas and Killman, cited in Chitale *et al*., 2012)

Figure 1.1 Conceptual Framework

Source: Adopted from Goleman, 1999 & Thomas and Killman

(Cited in Chitale *et al.*, 2012)

1.9 Research Hypotheses

H_1: Self-awareness can be a factor that affects interpersonal conflict management.

H_2: Self-regulation can be a factor that affects interpersonal conflict management.

H_3: Internal motivation can be a factor that affects interpersonal conflict management.

H_4: Empathy can be a factor that affects interpersonal conflict management.

H_5: Social skill can be a factor that affects interpersonal conflict management.

CHAPTER 2
LITERATURE REVIEWS

2.1 Introduction

Leadership refers to the ability to influence and persuade other persons to achieve an organization's goals. Leadership involves directing the members in the organization to achieve the goals (Bolden, 2004). At the same time the word leader refers to the person who can develop an organization and achieve its goals by influencing other persons' attitudes and behaviors. However, leadership and persuasion are related (Warrick, 2009).

Psychologists, researchers and leaders are aware of and accept the importance of emotional intelligence or quotient (EQ) that is an ability that links to human effectiveness (Jorfi *et al*., 2011). For example, Goleman (1999) mentioned that EQ is two times more important than intelligent quotient (IQ). Technical skills can also help people to do their jobs. For people with high positions, Emotional Intelligence is important. This is because technical skills and EQ can improve thinking and decision making and build relationships with other people.

The findings of a study conducted by University of California, Los Angeles or UCLA show that 7% of the successes of leaders involved intelligence, while 93% of the successes were attributed to other characteristics such as trust, balance, perception of reality, honesty, living researched and authority. All of these characteristics are the factors of EQ (Kee *et al.*, 2009). Moreover, Dulewicz and Higgs (1999), who are into EQ, gave a clear definition of EQ and explained its influences on working environments as:

"Emotional intelligence (quotient) refers to the use of skills to manage a person's emotions and feelings, acknowledge issues, influence other persons, balance things, and motivate oneself to behave consciously and ethically."

It can be stated that an influential leader is the person who can control his/her emotional power in order to improve his/her followers' satisfaction and morale as well as organizational effectiveness, especially in environments that values the relationships

between employees and customers, not technologies and materials. Accordingly, organizations are starting to pay their attentions to EQ development for their leaders.

Therefore, in this chapter, the researcher reviewed relevant studies and literatures regarding the emotional intelligence, leadership theory, as well as conflict resolution in organizational risk management which can be explained as follows:

2.2 The Theory of Emotional Intelligence

2.2.1 Definitions of Emotional Intelligence

Goleman (1999) clearly defined that emotional intelligence or quotient (EQ) refers to the ability to be aware of one's own and other persons' emotions in order to motivate oneself and manage the ones' emotions and that from relationships.

George (2000) defined that emotional intelligence refers to the emotional ability to live with other persons creatively and happily.

Salovey and Mayer (1990) defined that emotional intelligence refers to the ability of a person to be aware of his/her and other persons' feelings and emotions, control his/her emotions, internally motivate him/herself, appropriately wait for responses, cheer him/herself in order to calmly face obstacles and disputes, manage stress that obstructs his/her creativity, and control his/her thoughts and behaviors for happily working with others as a leader or follower in order to be successful in learning, working and living.

Sternberg (2000) defined that emotional intelligence refers to the ability of a person to recognize, understand and uses emotional power that is a fundamental of power, information and relationships for persuading other persons.

Brackett and Salovey (2006) defined that emotional intelligence refers to the individual ability to know one's own and other persons' thoughts, feelings and emotions as well as categorize information in order to use the information and control the one's thoughts and behaviors.

2.2.2 Characteristic of Emotional Intelligence

Bulik (2005) explained that emotional intelligence is a result of the interaction between a person and particular environment such as home, family or workplace. It develops the persons' behaviors and reflects the persons' eco development according to situations, cultures or sub-cultures.

Grandey (2000) described that age is a factor that directly affects a person's emotional maturity. For instance, a mature person is patient, calm, generous and open-minded. Emotional intelligence of a child or teenager may be different from that of an adult or other person at the same age. Moreover, Han and Johnson (2012) elaborated that any personality of a person needs time and seriousness in change and improve in order to understand and appropriately adapt to reality.

Similarly, Baron (2004) mentioned that to develop emotional intelligence, two sides of a person's brains, especially for the limbic system, and patience are necessary. The development directly involves with individual experiences. The person learns about emotional intelligence implicitly or intra-individually. However, the person may explicitly express his/her emotional intelligence. Baron (2004) believed that the person's emotional intelligence development starts from his/her young age to the age of 45 - 55 years. Additionally, Gondal and Husain (2013) explained that emotional intelligence measurement is more accurate than right/wrong or good/bad judgment or scoring. Since emotional intelligence is vary, different measuring instruments should be used for measuring emotional intelligence by considering emotional components of persons. This is supported by Khanifar *et al.* (2013), who described that emotional intelligence has multi-factorial components. Emotional intelligence is a result from teaching, environments, cultures and both informal and formal education. This can be seen from the effects of a person's personality on his/her social, emotional and cognitive developments as shown in Figure 2.1.

Internal learning

External learning

Internal learning
Externalisation
Socialisation
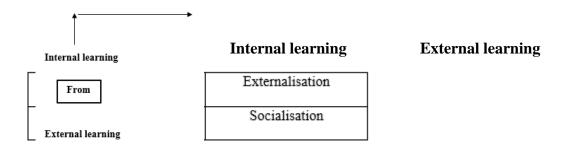
Figure 2.1 Emotional Learning for Emotional Intelligence Development

Source: Adopted from Khanifar, 2013

According to the figure, it can be seen that emotional intelligence development is a process that takes time. It is the sum of two types of interactions: self-study and expression to surrounding environments. The development is the sum of four factors: self-esteem, recognition, adaptation and expression.

Therefore, it can be concluded that the relationship between emotional intelligence and IQ is vary. There is no evidence indicating that a group of persons with high IQ has high emotional intelligence. Moreover, there is no guarantee that a person with high emotional intelligence has higher emotional intelligence if he/she works with other persons. However, a person with high EQ generally has high IQ because emotional intelligence helps the person efficiently learn and solve problems.

2.2.3 The Relationship between Emotional Intelligence and Leadership

Emotional intelligence and leadership are important for organizational success and peace. In other words, most leaders who study other persons' emotions become successful persons because they understand the others' feelings and emotions and then happily live with the others (George, 2000). Harms and Crede (2010) suggested that a leader with high emotional intelligence can creatively cope with his/her and other persons' emotions and then provide benefits from him/herself and other persons. To manage emotional conditions, a leader should consider the following factors;

Emotional development – Ruderman *et al.* (2001) mentioned that emotional intelligence can lead to desirable personalities for maturity development as well as

abilities to adapt oneself and efficiently solve emotional problems such as stress and pressures.

Emotional expression – a leader with high emotional intelligence can accurately and appropriately express his/her feelings and emotions, understand his/her and other persons' feelings, handle bad feelings, willingly listen to other persons' problems and be willing to work with other persons (Kafetsios *et al.*, 2011).

Performance – a leader with high emotional intelligence honors other persons, has creative ideas, produces outcomes that achieve goals, reduces absence and resignation caused by interpersonal conflicts, and improves cooperation (Batool, 2013).

Service provision – Modassir and Singh (2008) explained that a leader with high emotional intelligence can correctly understand service users, listen to their opinions, respond to their needs, impress them, and build loyalty.

Management – Mayer and Caruso (2002) explained that a leader with high emotional intelligence knows the arts of using other persons and winning their hearts. He/she can persuade the other persons in order to efficiently and happily work. This leader has integrity.

Insight - a leader with high emotional intelligence has self-insight since he/she understands his/her and other persons' emotions. As a result, the leader interacts with a number of people, understands lives and then becomes a happy person (Cherniss, 2010).

2.2.4 Components of Emotional Intelligence

Regarding the components of emotional intelligence, Marquez *et al.* (2006) mentioned that social intelligence is the sum of variables such as motivation, foods, cultural factors, family, education, personality, health, experiences and socioeconomic status. The development of social intelligence occurs if a person has physiological and biochemical readiness that is called as biological intelligence and affects cognitive development. Marquez *et al.* (2006) called this readiness as psychometric intelligence and believed that it has four components: family, cultures, socioeconomic status and education.

Olakitan (2014) suggested that the behaviors of a person with practical intelligence that influence the person's successes in working and living can be categorized into three types as follows.

1. Managing self refers to the ability to manage oneself according to goals and maximize outcomes; for example, prioritizing activities, motivating oneself, taking risks, cheering oneself, and knowing one's own limits and potentials.

2. Managing others refers to the ability to manage subordinates, build relationships, assign the right jobs to the right persons and rewards them according to their performances.

3. Managing careers refers to the ability to create positive effects on the society, organizations, and nations; make fame; prioritize activities; and persuade stakeholders.

Similarly, Goleman (1999) presented the emotional competence framework with the five following components;

1. **Self-awareness** includes three abilities as follows:

Emotional self-awareness - this is the ability to be aware of a person's emotions and then control and adjust his/her internal mechanism since he/she understands that the immediate expression of the emotions can affect other persons and his/her job (Schawbel, 2011). A leader with this ability can understand complicated problems and being ready to appropriately and instantly adjust his/her expressions. This leader usually is straightforward, sincere, outspoken and open-minded (Sutton, 2006).

Accurate self-assessment – the leader with self-awareness can understand his/her strengths and limitations. Accordingly, this leader is usually not serious about his/her actions (Stys and Browns, 2004). People admire a leader who usually tries to learn new things in order to improve him/herself and open his/her mind to creatively consider other persons' opinions and feedbacks. Accurate self-assessment can enable this leader to know when to ask for other persons' helps and when to develop new skills and advantages (Boyatzis, 2000).

Self-confidence – Mahmood and Gulzar (2014) explained if the leader knows his/her limits, then he/she will be able to efficiently use his/her strengths. If this leader has self-confidence, then he/she will be ready to face obstacles because he/she always is determined to overcome obstacles. As a result, this leader can lead other persons. Thus, self-confidence is an important characteristic of leaders.

2. **Self-regulation** has six important abilities as follows:

Emotional self-control – Sparrow (2005) explained a leader who can control his/her emotions well can handle emotional problems well or at least find a useful solution. The prominent points of emotional self-control include calmness, consciousness and emotional stability in stressful and problematic situations.

Transparency – a transparent leader adheres to transparency. Generally, transparency refers to the disclosure of one's own real emotions, beliefs and actions. It also refers to the consistency of the one's thoughts, words and actions that lead to honesty, integrity and ethics. In summary, transparency can result in dignity and trustworthiness that are necessary characteristics of leaders (Goleman, 1998).

Adaptability – Sutton (2006) said a leader with adaptability can respond to various needs without losing his/her standpoint or power. This leader is similar to the water than can change its shape according to its containers without losing its properties. In other words, this leader can happily live while facing problems since he/she can adapt him/herself to new challenges and changes as well as change his/her thoughts if he/she receives correct information (Stys and Browns, 2004).

Achievement – a leader with achievement motivation has high private standards for improving his/her own or colleagues' performances. This is a pragmatic leader who set challenging and achievable goals (Abdoli, 2014). This leader can evaluate the worthiness of risks. The leader always seeks knowledge and teaches his/her colleagues in order to improve their performances (Mahasheh, 2013).

Initiative – a leader with the sense of efficacy tries to control processes in order to achieve goals. This leader is good at initiating new things. The leader can always take opportunities or find new opportunities. That is, this is a proactive leader who does not hesitate to eliminate red tape, modify inappropriate regulations, and set good directions and goals (Sanoubar *et al.,* 2012).

Optimism – Shree (2013) explained an optimistic leader has hopes and self-motivation. This leader considers threats as opportunities. The leader can see and utilize the strengths of other persons. The leader believes that things are similar to the glass half full and then thinks that changes can lead to good results (i.e. tomorrow will be better than today).

3. **Internal Motivation**

Esfahani and Bayat (2011) mentioned that emotional depth that supports developments can be used for considering a person's directions. This is consistent with the explanation of Johanna and Goleman (1998), who explained that a person with motivation has creativity, can achieve his/her goals and then become a successful person. A leader with motivation can consciously make decisions. Put differently, motivation is the ability to control and motivate oneself in order to achieve the one's own goals.

4. **Empathy** is the ability to manage relationships. Empathy has two aspects. It has nine sub-abilities.

4.1 Social awareness consists of three sub-abilities as follows (Goleman, 1999):

4.1.1 Empathy – this refers to the ability to understand other persons' emotions and viewpoints (i.e. to put yourself in someone else's shoes). A leader with empathy can recognize emotional signals. According to Salovey and Mayer (1990) this leader seriously listens to other persons and then understands their viewpoints. As a result, the leader can build relationships with other persons with different backgrounds and cultures.

4.1.2 Organizational awareness – this refers to the understanding of current organizational situations. A leader with organizational awareness can see through other persons' tricks and understand social interactions and relationships. Therefore, this leader can access political power and informal values (Abraham, 2004).

4.1.3 Service – this refers to the ability to recognize and respond to colleagues', customers' and stakeholders' needs. Hasani *et al.* (2013) explained a leader with this ability can create appropriate emotional atmospheres in order to build good relationships with other persons since the leader monitors their needs and being available for them.

4.2 Relationship management comprises of six sub-abilities as follows (Goleman, 1998):

4.2.1 Inspiration – a leader with inspirational leadership can lead and inspire his/her followers to willingly commit to organizational visions and missions.

4.2.2 Influence – a influential leader is a leader who, for example, can persuade and influence other persons to join his/her network or support his/her projects.

4.2.3 People development – a leader with this ability focuses on developing his/her colleagues by providing suggestions and feedbacks as mentors or coaches.

4.2.4 Change catalyst – a leader who is a change catalyst dares to take challenges in order to achieve excellences. This leader adheres to making changes. Even though the leader is facing opponents, he/she can make those people agree with him/her (Sapta *et al.*, 2013).

4.2.5 Conflict management – this ability enables a leader to lead other persons to find a mutual solution as a moderator who considers the others' feelings and changes their directions.

4.2.6 Teamwork and collaboration – this is the ability to work with other persons. That is, a leader who is a good member of his/her team can contribute to friendly atmospheres. According to Wu and Chen (2014) the leader is a role model for other members. Collaboration can lead to team spirits and identities. This leader does not only be responsible for his/her duties, but he also spends most of his/her time to unite other members.

5. **Social Skills**

Salovey and Mayer (1990) defined that social skill refers to the art of building relationships in order to happily live and appropriately communicate with others. Poulou (2010) mentioned that a person with good social skills has negotiation and relationship development skills. Social skills are the skills for developing relationships, understanding situations, solving problems and creatively expressing opinions.

2.3 Concept and Theory of Leadership

Leading people is a duty of a manager. Thus, a leader and manager are different. In other words, a manager is a position in an organization for controlling things and making decisions. The manager must have leadership regardless of his/her levels. A leader is not officially authorized to do his/her job, but he/she has more roles than the manager (Zaleznik, 1992). According to Stanley (2006) the leader usually unofficially involves in the organization by doing group activities, collecting information, providing feedbacks and controlling other persons. Therefore, leadership is an important factor of management.

2.3.1 Definitions of Leadership

Leadership refers to the ability to lead. Hence, it is significant for the success of a leader. Leadership has been studied for a long time in order to identify its components and conditions. A leader's traits, power and behaviors can be studied. Effective leadership styles are being studied from different organizations and situations (Marturao and Gosling, 2008).

There are different definitions of leadership. The different definitions were given because of the differences of the scopes and interests for studying leadership as presented below;

Leadership refers to the creativity and maintenance of expectations and relationships among group members (Bosiok, 2013).

Leadership refers to the ability to lead, control, facilitate or influence other persons' behaviors in order to achieve goals (Kocolowski, 2010).

Leadership is the art of leading subordinates or colleagues to actively and willingly do their duties (Marturao and Gosling, 2008).

Leadership is the process that a person influences his/her group in order to achieve their or organizational goals (Ali, 2012).

Leadership is about the art or process of influencing other persons in order to make them willingly and actively do their duties according to their group's goals (Bolden, 2004).

Leadership is the ability to influence a group in order to achieve goals (Goncalves, 2013).

Leadership is the process of guiding and influencing the activities of team members (Haslam *et al.*, 2011).

Leadership is the process that a person (i.e. leader) influence or lead other persons (i.e. followers) willingly and actively do as the person wants according to organizational goals (Curtis *et al.*, 2011).

Bolden *et al.* (2003) considered leadership in terms of interaction. Accordingly, a leader is a change agent who influences other group members. Thus, leadership involves influences and interactions that affect other team members' behaviors and performances in order to achieve their mutual goals. The leader may have an official or

unofficial position. People normally recognize unofficial leaders because these persons have characteristics accepted by their group members and use their leaderships to operate in order to achieve their groups' goals (Sharma and Jain, 2013).

By analyzing the aforementioned definitions of leadership, most definitions relate to the groups of people. There is one or more than one leader in each group. This is dependent on the leader's followers or subordinates (Warrick, 1981).

It can be summarized that leadership is the process that one or more than one person influence other persons to willingly and actively do as the person wants according to his/her group's or organization's goals.

2.3.2 Characteristics of Leadership

A leader's performance is dependent on his/her characteristics. Generally, a leader must have appropriate characteristics as mentioned by scholars. Blake and Mouton (Cited in Wart, 2012) mentioned about the nine following leadership characteristics;

1. Knowledge - to be a leader, knowledge is the most important thing. Knowledge does not only mean the knowledge about jobs, but it also means other knowledge. To be a good leader, a supervisor must be knowledgeable (Kumar *et al.*, 2013).

2. Initiative – this is the ability to do ones' own duty by oneself without orders or solve a problem by oneself. A supervisor must be active and pay attention to his/her duty (Zimmerman and Kanter, 2012).

3. Courage and firmness – Bangari and Prasad (2012) said a good leader must not fear dangers, difficulties or pains. A courageous leader can overcome difficulties. Not only courage, but firmness is another characteristic that is necessary for the leader. In other words, the leader must "be brave".

4. Human relation – in this point, Ugwulashi and Archibong (2012) explained a good leader must be able to work with all ages and education levels of people. The leader with good human relation can relieve the effects of problems.

5. Fairness and honesty – a good leader must use the principle of fairness and honesty for giving orders or work fairly and honestly (Kalshoven, 2009).

6. Patience – this is a power that can push a leader to truly achieve goals (Chitale *et al.*, 2012).

7. Alertness – this refers to carefulness, calmness and activeness. This characteristic is physically expressed. Alertness is a mental power that makes a person to constantly think and correctly evaluate situations. Put simply, a good leader must have self-control (Ali, 2012).

8. Loyalty – to be a good leader, loyalty is required. This loyalty can make the leader trustable and effectively prevent threats (Monzani *et al*., 2014).

9. Modesty – a good leader must be modest or humble. A modest leader is respected and supported by his/her subordinates (Zimmerman and Kanter, 2012).

Moreover, Blake and Mouton (Cited in Wart, 2012) adapted the idea about leadership behaviors with Managerial Grid by using reference axes which X stands for Concern for Product, and Y stands for Concern for People. Each axis got 9 units that following from the lowest to the highest of behavior. Blake and Mouton discussed on five types of leaders which are:

Impoverished Leader – a neglect leader who got no attention to the production and collaborator's feeling.

Production Pusher – this kind of leader will give their intention to the product on planning, assigned, and controlled to get the product that strict on the plan without concerning on the relationship with the colleague.

Country Club Leader – the leader will give their intention on personal relationship as the leader and members by focusing on social activities without the concerning on works.

Term Builder – the leader will focus both on works and relationship with the member. This type of leader is the best kind of an ideal leader.

Middle of the Road Leader – the leader will focus both on works and relationship with the member but the relationship will go only half way since the purpose of the relationship is just to make the work succeeded (Chitale *et al*., 2012).

Consider the important skills for great leader; In general, the skills that need for working can classify into 3 following terms (Chernis and Goleman, 2001):

Technical Skill – It is the skill or the knowledge on work performances, for example, the leader of the maintenance crew must be good at engine and machine that

he must able to use and control very well on that machine. Goncalves (2013) stated that the basic skill for working must be found in every crew, however, the difference of skill level will depends on work position that the leader must be skillful on this type more than other type of skills.

Human Skill – It is the skill about human being, motivation, the understandable of human nature, and colleague relation management that the workers must be working as a team and always coordinate to each other. This skill is an important skill that must be found in everyone but the skill level will be different which it depends on work position. The middle administrator must be the most who skillful on this kind of skill because his position is in between the executive, the manager, and the staff (Haslam *et al*., 2011).

Conceptual Skill – It is an ability to analyze the situation and factors that affect work performance. It is the most important skill for chief executive (Cherniss, 2010).

Apart from the basic skills above, these following qualities must be found in a great leader to reinforce the skill and leadership.

Empowerment: The leader is open-mind and gives a chance for the member to give their opinion, controlling the works, and make decision to make the works succeeded and reach company's goal. When the leader give an opportunity to their member, the decision that they make together will response the basic need of human on the need to make successful life (Kazimoto, 2013). Likewise, the need and self-esteem is a part of social or group that is an important factor to reinforce people to think and sharing their opinion to each other (Brackett and Salovey, 2006).

Intuition: It is the ability to understand the situation suddenly, able to give a reason without considering, able to conform with the situation that change unexpectedly, be a trustworthy partner, accept that the world always turning especially in a business world.

Self-Understanding: It is an ability to realize on member's skill, know the prominent point and distinctive point of individual, and able to bring the prominent point of individual presented in the work together with decrease the distinctive point of person (Abdoli, 2014). Moreover, the way to understand the member and make the member know about how well of their skill is to use the evaluation system, assign the challenge work to the member to analyze individual skill and quality.

Vision: It is an ability to imaging for the uniqueness in which the person must able to represent their imagination through the concrete object.

Their imagination must easy to understand, must be acceptable, and must be interesting to the customer, staff, and stockholder, etc.

Value Congruence: It is an ability to understand the principle of company and appreciate in staff, and then combines those two qualities together. A person will be a middleman between the organizations or the executive and the staff by linking the need from both groups, combine it, and make it become as one opinion (Wart, 2012).

2.3.3 Managerial Grid by Blake and Mouton

The concept of the managerial grid presented by Blake and Mouton (Cited in Wart, 2012) is similar to that of Ohio University. However, the first concept indicates that there are two aspects of good leadership behaviors as follows.

Concern for production – Zafar (2011) said this refers to the concern for issues such as policy selection, production methods and processes, production research, service qualities, performances and product quantities.

Concern for people – in this aspect, Thrash (2012) explained a leader willingly accepts mutual goals and his/her subordinates, be responsible for him/herself and the subordinates, provide useful working conditions, and develop job satisfaction.

By considering the findings of the study conducted by Ohio University, managerial behaviors have two aspects (Warrick, 1981): consideration and initiation of structures. Consideration means the focus on developing trusts, two-way communication and respect for subordinates' opinions as well as paying attention to their feelings. Initiation of structures means the emphasis on clearly assigning jobs and responsibilities, setting standards and linking employees' activities. One of the four following managerial styles has these two aspects. The following figure illustrates the managerial grid.
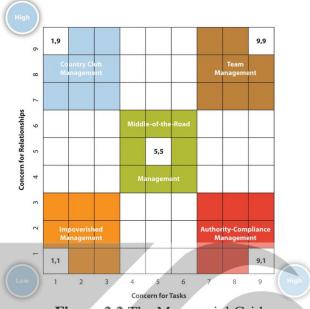
Figure 2.2 The Managerial Grid

Source: Adopted from Blake and Mouton, 1964

The managerial grid shows managerial behaviors with the two dimensional graph according to the two aspects: consideration and initiation of structures. A manager's initiation of structures is evaluated with the nine-point scale. Accordingly, the score 9 indicates very high initiation of structures, while the score 1 indicates very low initiation of structures. A manager with high initiation of structures focuses on achievements. The second dimension is consideration. The score 9 indicates very high consideration, while the score 1 indicates very low consideration. A manager with high consideration avoids disputes and tries to build relationships with subordinates. Blake and Mouton (Cited in Wart, 2012) explained that the position 9,9 (i.e. the top rightmost corner of the grid) indicates the most effective managerial style. That is, this style focuses on both consideration and initiation of structures. Managerial styles in the grid can be explained as follows (Marturano and Gosling, 2008), (Wart, 2012);

The position 1,1 (i.e. impoverished managerial style) is the managerial style that is unrestrained. This style does not focus on consideration and initiation of structures.

The position 1,9 (i.e. country-club managerial style) is the style that emphasizes on consideration, but it does not focus on initiation of structures.

The position 9,1 (i.e. task or authoritarian managerial style) is the style that emphasizes on initiation of structures, but it does not focus on consideration.

The position 5,5 (i.e. middle of the road managerial style) is the style that equally and fairly focuses on both consideration and initiation of structures.

The position 9,9 (i.e. team or democratic managerial style) is the style that extremely focuses on both consideration and initiation of structures.

Therefore, it can be concluded that the focus on consideration can satisfy subordinates. There is no clear evidence confirming the managerial style that maximizes subordinates' performances. However, evidences indicate that leaders that significantly focus on both consideration and initiation of structures can improve their subordinates' performances. Moreover, the lack of evidences is due to the possibility that each leader does not have single managerial style.

2.4 Conflict Resolution in Organizational Risk Management

Conflict refers to a situation that people or team members cannot make agreements. Conflicts normally occur among people. Generally, people think of destructive conflicts (Spaho, 2013). Nevertheless, it is accepted that the appropriate amount of conflicts can lead to constructive change. There are five types of conflicts as follows (Cited in Chitale *et al.*, 2012):

Firstly, Internal conflicts – these conflicts occur when people have to select options,

Secondly, Interpersonal conflicts - these conflicts occur when people cannot make agreements,

Thirdly, Group conflicts - these conflicts occur when group members do not follow mutual agreements,

Fourthly, Intergroup conflicts - these conflicts occur when groups gave different goals that need cooperation, and

Fifthly, Interorganizational conflicts - these conflicts occur from free competition.

The last case is the result of the five above conflicts because communication is dependent on individual characteristics, environments, benefits, biases, expectations, norms and values. Since interactions link these factors together, the conflicts from these interactions are clear if the interactions are competitive and aim for achieving

inconsistent goals. Nonetheless, these conflicts may be changed if parties' thinking and acknowledging processes are changed (Rahim, 2002).

Considering the conflict management methods which can be used in the issue of interpersonal conflict as (Chitale *et al.*, 2012);

Firstly, **Integrating** – Lynch (2003) said this method solve conflicts with win-win condition since parties emphasizes on their goals and relationships.

Advantages: it may be the best solution that relies on expressive behaviors.

Disadvantages: it takes longer time and more efforts than other methods.

Conditions: this method is good for maintaining relationships and solving conflicts among colleagues.

Secondly, **Obligating** – Clapham (2006) explained this method forces other persons to accept their duties with lose-win condition.

Advantages: it is suitable for cases that supervisors are right.

Disadvantages: it can lead to hostility if it is frequently used.

Conditions: this method is appropriate for solving individual differences, especially for values, and urgent problems.

Thirdly, **Avoiding** - this method avoids problems that lead to conflicts and people who may cause conflicts (Kazimoto, 2013).

Advantages: it is good for maintaining relationships.

Disadvantages: it cannot solve and may worsen conflicts.

Conditions: this method should be used if conflicts are not important and/or time is limited.

Fourthly, **Dominating** – According to Brewer *et al.* (2002) this method reduces conflicts because of beliefs (e.g. discussing about conflicts may destroy relationships).

Advantages: it can maintain relationships.

Disadvantages: it cannot provide construction solutions.

Conditions: this method should be used if relationships are important that other issues and/or time is limited.

Lastly, **Compromising** - this method share some benefits to parties. Other benefits may be unintentionally lost (Agba and Juliana, 2013).

Advantages: it can quickly solve conflicts and maintain relationships.

Disadvantages: it leads to ineffective solution and bargain.

Conditions: it should be used if conflicts are complicated and critical and/or time is limited.

CHAPTER 3
RESEARCH METHODOLOGY

This research study about the effectiveness of emotion intelligence factors of leadership in conflict management in frozen food factories in Thailand. The purpose of this research is to show how emotional intelligence factors of leadership affect conflict management in frozen food factories in Thailand. However, the methodology of this research can be separated in 7 sections;

    3.1 Scope of the research

    3.2 Population

    3.3 Sample selection

    3.4 Research method

    3.5 Research instrument

    3.6 Data analysis

    3.7 Statistical terms used in the research

The details of each section can be explained as;

3.1 Scope of the Research

According to the conceptual framework has shown in the first chapter, the researcher used 2 theories or concepts in order to explain and indicate the framework. The first factor is emotional intelligence which is the first theory used in the conceptual framework. The researcher used the emotional intelligence presented by Goleman (1999) which can be separated into 5 factors as

1. Self- awareness
2. Self- regulation
3. Internal motivation
4. Empathy
5. Social skills

Secondly, the researcher used the result from the first theory to analyze the managing interpersonal conflict styles of the leadership in the organization (case study). The concept of managing interpersonal conflict which presented in this study based on the conflict management theory by Thomas and Killman (Cited in Chitale *et al*., 2012) which can be separated into 5 ways as;

1. Integrating
2. Obliging
3. Avoiding
4. Dominating
5. Compromising

3.2 Population

The population of this research are the employees of frozen food factories in Thailand. The researcher focuses on the person who is the leaders or managers in each department in the organizations. The reason that this research is being focused on leaders or managers is because most leaders or managers are required to have the ability to control their employees who are different on many measures of the basic demographics. However, the number of leaders or managers in factory A were 125 persons, factory B 133 persons, and factory C 142 persons (Annual report of factory A, B and C, 2013).

3.3 Sample Selection

The sample size for this study was selected from people who have worked in the frozen food factories in Thailand. The researcher focuses on the person who is the leader or manager in each department in the organizations. To calculate the sample size of this study, the researcher used sample random sampling based on Yamane's formula (1976), which provides a formula to calculate sample size with 95% confidence level where e=0.05. When the researcher knew the size of the population of leader or manager in the frozen food factories in Thailand, the sample size was determined based on the formula as follows:

$$n = N / 1+N (e)^2$$

When

n = sample size

N = population size

e = level of precision

The specific values set for the formula was as follow:

$$n = \frac{400}{1 + 400 (0.05)^2}$$

$$= 200$$

Therefore, this study collected data from 200 samples from leader or manager who worked in frozen food factories in Thailand. Thus, 200 sets of questionnaires will be distributed to target samples. The researcher applied a sampling technique by using judgment sampling.

3.3.1 Judgment Sampling

Researcher's judgment is used to select sample element and it involves for a specific purpose. Group of people who have knowledge about particular problem they can be selected as sample element. Sometimes it referred as a purposive sample because it involves a specific purpose. Judgment is more convenience and low cost involvement (Hair, 2007).

3.4 Research Method

Regarding to the research method and data collection in this research, the researcher uses 2 sources of the data in order to use in this study which are;

First source is primary data. This data collected from the survey questionnaire that designed by the researcher. The questionnaire will be distributed to the managers (target samples) who participated in this study. The online questionnaire will be sent out to HR department of each factory. HR department of three frozen food factories will send the online questionnaire to target samples' emails.

Second source is secondary data. This is the data collected from the source of information. The researcher will use the data that found from the relevant theory, research papers, journal, article, or online sources in order to analysis the result of this study.

3.5 Research Instrument

In this study, the quantitative research instrument is used in this research. The research developed the questionnaire in order to collect information from the respondents. The questionnaire is designed based on the conceptual framework. However, the questionnaire can be divided into 5 sections as;

First section is the demographic data which are the question regarding to the general personal information.

Second section is the emotional intelligence questions which can be separated into 5 sections are self-awareness, self- regulation, internal motivation, empathy, and social skills.

Third section is the managing interpersonal conflict which can be separated into 5 sections as integrating, obliging, avoiding, dominating, and compromising.

Before distributing the questionnaire to the respondents, the researcher did the try out (pilot test) in order to check questionnaire reliability. However, the number of samples used in pilot test were 30 persons. The reliability checked in this research is used the Cronbach's alpha coefficient.

3.6 Data Analysis

The first section (demographic data) is used the descriptive data analysis which shows the frequency and percentage of the results.

The second to the last section is used the Likert scale which are the rating scale questions as;

     5   is strongly agreed

     4   is agreed

3   is neutral agreed

2   is disagreed

1   is strongly disagreed

In addition following criteria designed by Best (1977) is used for analysis part:-

(a) The score among 1.00-1.80 means Strongly Disagree

(b) The score among 1.81-2.60 means Disagree

(c) The score among 2.61-3.40 means Neutral

(d) The score among 3.41-4.20 means Agree

(e) The score among 4.21- 5.00 means Strongly Agee

3.7 Statistical Terms Used in the Research

Frequency and percentage are the statistics used to explain the general data of the respondents.

Means is the statistic used to analyze the agreement levels of the respondents.

Regression analysis is a statistic tool for the investigation of relationships between each factor.

Reliability statistic is used to test the reliability of the questionnaire before distributes to the respondents.

CHAPTER 4
RESEARCH FINDINGS

The purpose of this chapter is to summarize the data collection of 200 samples, presented findings from descriptive analysis and hypothesis testing to achieve the purpose of this study.

4.1 Demographic Data of Respondents

Demographic data of the respondents obtained from questionnaires was analyzed and presented in the following tables.

Table 4.1 Leaders or Managers' Personal Data Classified by Gender

Gender	Frequency	Percent
Male	93	46.5
Female	107	53.5
Total	200	100

Finding from Table 4.1 revealed that major group of respondents gender were female (53.5 %) and follows by male (46.5%).

Table 4.2 Leaders or Managers' Personal Data Classified by Age

Age	Frequency	Percent
Under 29 years old	38	19
29-39 years old	58	29
40-49 years old	72	36
50 years old or above	32	16
Total	200	100

Finding from Table 4.2 revealed that major group of respondents' age were 40-49 years old (36%), followed by 29-39 years old (29%), under 29 years old (19%), and 50 years old or above (16%) respectively.

Table 4.3 Leaders or Managers' Personal Data Classified by Nationality

Nationality	Frequency	Percent
Thai	158	79
Non-Thai	42	21
Total	200	100

Finding from table 4.3 revealed that major group of respondents' nationality were Thai (79%) and followed by Non-Thai (21%).

Table 4.4 Leaders or Managers' Personal Data Classified by Status

Status	Frequency	Percent
Single	93	46.5
Married	67	33.5
Divorced / Separated	40	20
Total	200	100

Finding from table 4.4 revealed that major group of respondents' status were single (46.5%), followed by married (33.5%), and divorced or separated (20%) respectively.

Table 4.5 Leaders or Managers' Personal Data Classified by Educational Level

Education	Frequency	Percent
College School	29	14.5
Bachelor's Degree	116	58
Master's Degree or above	55	27.5
Total	200	100

Finding from table 4.5 revealed that major group of respondents' educational level were Bachelor's Degree (58%), followed by Master's Degree or above (27.5%), and College School (14.5%) respectively.

Table 4.6 Leaders or Managers' Personal Data Classified by Monthly Income

Monthly Income	Frequency	Percent
Lower than 15,000 Baht	10	5
15,001-20,000 Baht	61	30.5
20,001-30,000 Baht	66	33
30,001-40,000 Baht	46	23
Higher than 40,000 Baht	17	8.5
Total	200	100

Finding from table 4.6 revealed that major group of respondents' monthly income were 20,001-30,000 Baht (33%), followed by 15,001-20,000 Baht (30.5), 30,001-40,000 Baht (23%), Higher than 40,000 Baht (8.5%), and Lower than 15,000 Baht (5%) respectively.

Table 4.7 Leaders or Managers' Personal Data Classified by Period of Employment

Period	Frequency	Percent
Less than 5 years	42	21
5-10 years	92	46
11-15 years	58	29
16-20 years	8	4
Total	200	100

Finding from table 4.7 revealed that major group of respondents' period of employment were 5-10 years (46%), followed by 11-15 years (29%), Less than 5 years (21%), and 16-20 years (4%) respectively.

4.2 Emotional Intelligence Factors of Leadership toward Interpersonal Conflict Management

Interpretation of measurement result to measure level of agreement according to the separate of five levels following Likert's scale is shown in the tables below.

Table 4.8 Self-Awareness Factor toward Managing Interpersonal Conflict

	Mean	Std. Deviation	Level of Agreement
You are aware of your thoughts and emotional all the time.	3.62	1.15	Agree
You can wait for the opportunity to perform to achieve satisfaction.	3.46	1.01	Agree
You quickly blame subordinates when they make you unhappy or dissatisfy.	2.64	0.61	Neutral
You can solve the problem smoothly if you have a good mood.	2.65	0.60	Neutral
You can tell the cause of the fault or factors that results in moroseness.	3.52	1.08	Agree
Total	3.18	0.89	Neutral

Finding from table 4.8 revealed the average mean value of agreement on Self-Awareness was 3.18 (Neutral).

Table 4.9 Self-Regulation Factor toward Managing Interpersonal Conflict

	Mean	Std. Deviation	Level of Agreement
You use a great emotional support you to resolve the problem properly.	3.54	0.97	Agree
You always realize what you've done will cause good or bad result.	2.74	0.75	Neutral
You consider carefully before you speak or express the opinion.	2.68	0.63	Neutral
You always accept your mistakes and try to find solution.	2.85	0.72	Neutral
You can easily say sorry for other people when you make mistakes.	2.79	0.62	Neutral
Total	2.92	0.74	Neutral

Finding from table 4.9 revealed the average mean value of agreement on Self-Regulation was 2.92 (Neutral).

Table 4.10 Internal Motivation Factor toward Managing Interpersonal Conflict

	Mean	Std. Deviation	Level of Agreement
You feel proud when you use the ability to work efficiently.	2.80	1.01	Neutral
You will not give up when faced with the obstacles and disappointments.	3.12	1.04	Neutral
You have faith that every problem always has a solution	3.32	0.84	Neutral
You always encourage yourself, especially when you have to face or solve the problem.	3.15	0.90	Neutral
Total	3.10	0.95	Neutral

Finding from table 4.10 revealed the average mean value of agreement on Internal Motivation was 3.10 (Neutral).

Table 4.11 Empathy Factor toward Managing Interpersonal Conflict

	Mean	Std. Deviation	Level of Agreement
You are willing to sacrifice your benefits for the purpose of collective.	3.75	0.94	Agree
You understand and agree to the emotional state of others.	3.64	1.04	Agree
You are willing to enter into mediation to solve or clarity in the event of conflict between subordinates.	3.10	1.22	Neutral
When subordinates feel uncomfortable, you always encourage and suggest the way to solve the problem.	2.94	1.35	Neutral
Total	3.36	1.14	Neutral

Finding from table 4.11 revealed the average mean value of agreement on Empathy was 3.40 (Neutral)

Table 4.12 Social Skills Factors toward Managing Interpersonal Conflict

	Mean	Std. Deviation	Level of Agreement
You can work and communicate with subordinates effectively.	3.13	1.19	Neutral
You can encourage appropriately to the subordinates when they face a problem.	3.37	1.09	Neutral
You can listen to the opinion of the subordinates without feeling guilty.	3.62	0.77	Agree
You pay attention to what's going on with subordinates at all times.	3.60	0.81	Agree
You always use polite words with subordinates.	2.95	1.22	Neutral
Total	3.33	1.02	Neutral

Finding from table 4.12 revealed the average mean value of agreement on Social Skills was 3.33 (Neutral).

4.3 Hypothesis Testing

Researcher used regression analysis as a statistic tool for the investigation of relationships between variables. From this research paper, it consists of five independent variables (Emotional Intelligence Factors) and one dependent variable (Interpersonal Conflict Management). So, the researcher will use multiple regression models to input the data and test all hypotheses.

H₁: Self-awareness can be a factor that affects interpersonal conflict management

Table 4.13 Anova table of Self-awareness affects to interpersonal conflict management

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	1.912	5	.382	5.638	.000*
1	Residual	13.161	194	.068		
	Total	15.073	199			

*Significant at or lower than 0.05 level

Finding from table 4.13 illustrated that analysis of Self-awareness affects to interpersonal conflict management. Result of hypothesis testing using regression statistics were significant at 0.000, which is significantly lower than 0.05.

Table 4.14 Regression coefficients of Self-awareness affects to interpersonal conflict management

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.292	.156		14.674	.000*
You are aware of your thoughts and emotional all the time.	.023	.016	.096	1.419	.157
You can wait for the opportunity to perform to achieve satisfaction.	-.012	.017	-.047	-.686	.493
You quickly blame subordinates when they make you unhappy or dissatisfy.	.081	.031	.179	2.629	.009*
You can solve the problem smoothly if you have a good mood.	.082	.031	.178	2.611	.010*
You can tell the cause of the fault or factors that results in moroseness.	.061	.017	.239	3.520	.001*

*Significant at or lower than 0.05 level

From table 4.14, it shows that Self-awareness can be a factor that affects interpersonal conflict management. Moreover, the researcher can set the equation as of

$$Y = a + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5$$

$$Y = 2.929 + 0.081x_3 + 0.082x_4 + 0.061x_5$$

H2: Self-regulation can be a factor that affects interpersonal conflict management

Table 4.15 Anova table of Self-regulation affects to interpersonal conflict management

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.454	5	.291	4.142	.001*
	Residual	13.619	194	.070		
	Total	15.073	199			

*Significant at or lower than 0.05 level

Finding from table 4.15 illustrated that analysis of Self-regulation affects to interpersonal conflict management. Result of hypothesis testing using regression statistics were significant at 0.001, which is significantly lower than 0.05.

Table 4.16 Regression coefficients of Self-regulation affects to interpersonal conflict management

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.394	.156		15.349	.000*
You use a great emotional support you to resolve the problem properly.	.009	.020	.033	.475	.635
You always realize what you've done will cause good or bad result.	.052	.027	.143	1.958	.052
You consider carefully before you speak or express the opinion.	.028	.031	.063	.907	.366
You always accept your mistakes and try to find solution.	.077	.028	.203	2.777	.006*
You can easily say sorry for other people when you make mistakes.	.041	.031	.091	1.309	.192

*Significant at or lower than 0.05 level

From table 4.16, it shows that Self-regulation can be a factor that affects interpersonal conflict management. Moreover, the researcher can set the equation as of

$$Y = a + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5$$

$$Y = 2.394 + 0.077x_4$$

H₃: Internal motivation can be a factor that affects interpersonal conflict management

Table 4.17 Anova table of Internal motivation affects to interpersonal conflict

management

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	1.009	4	.252	3.496	.009*
1	Residual	14.065	195	.072		
	Total	15.073	199			

*Significant at or lower than 0.05 level

Finding from table 4.17 illustrated that analysis of internal motivation affects to interpersonal conflict management. Result of hypothesis testing using regression statistics were significant at 0.009, which is significantly lower than 0.05.

Table 4.18 Regression coefficients of Internal motivation affects to interpersonal

conflict management

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.782	.138		20.221	.000*
You feel proud when you use the ability to work efficiently.	.065	.019	.241	3.476	.001*
You will not give up when faced with the obstacles and disappointments.	.006	.018	.023	.333	.740
You have faith that every problem always has a solution	-.021	.023	-.063	-.905	.367
You always encourage yourself, especially when you have to face or solve the problem.	.020	.021	.064	.912	.363

*Significant at or lower than 0.05 level

From table 4.18, it shows that internal motivation can be a factor that affects interpersonal conflict management. Moreover, the researcher can set the equation as of

$$Y = a + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4$$
$$Y = 2.782 + 0.065x_1$$

H₄: Empathy can be a factor that affects interpersonal conflict management

Table 4.19 Anova table of Empathy affects to interpersonal conflict management

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	1.171	4	.293	4.107	.003*
1	Residual	13.902	195	.071		
	Total	15.073	199			

*Significant at or lower than 0.05 level

Finding from table 4.19 illustrated that analysis of Empathy affects to interpersonal conflict management. Result of hypothesis testing using regression statistics were significant at 0.003, which is significantly lower than 0.05.

Table 4.20 Regression coefficients of Empathy affects to interpersonal conflict management

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.567	.115		22.360	.000*
You are willing to sacrifice your benefits for the purpose of collective.	.067	.020	.227	3.262	.001*
You understand and agree to the emotional state of others.	.013	.018	.048	.687	.493
You are willing to enter into mediation to solve or clarity in the event of conflict between subordinates.	.015	.016	.069	.980	.328
When subordinates feel uncomfortable, you always encourage and suggest the way to solve the problem.	.023	.014	.114	1.645	.102

*Significant at or lower than 0.05 level

From table 4.20, it shows that Empathy can be a factor that affects interpersonal conflict management. Moreover, the researcher can set the equation as of

$$Y = a + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4$$
$$Y = 2.567 + 0.067x_1$$

H₅: Social skills can be a factor that affects interpersonal conflict management

Table 4.21 Anova table of Social skills affects to interpersonal conflict management

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.458	5	.092	1.215	.303
	Residual	14.616	194	.075		
	Total	15.073	199			

*Significant at or lower than 0.05 level

Finding from table 4.21 illustrated that analysis of social skills affects to interpersonal conflict management. Result of hypothesis testing using regression statistics were significant at 0.303, which is significantly higher than 0.05.

Table 4.22 Regression coefficients of Social skills affects to interpersonal conflict management

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.860	.145		19.743	.000*
You can work and communicate with subordinates effectively.	.018	.017	.079	1.107	.270
You can encourage appropriately to the subordinates when they face a problem.	.030	.018	.118	1.638	.103
You can listen to the opinion of the subordinates without feeling guilty.	-.027	.025	-.077	-1.071	.285
You pay attention to what's going on with subordinates at all times.	.002	.024	.006	.091	.928
You always use polite words with subordinates.	.017	.016	.076	1.066	.288

*Significant at or lower than 0.05 level

From table 4.22, it shows that social skills cannot be a factor that affects interpersonal conflict management. Moreover, the researcher can set the equation as of

$$Y = a + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5$$

$$Y = 2.860$$

4.4 Summary of Hypothesis Testing

From all five independent variables, there are four positive relationships between emotional intelligence factors and interpersonal conflict management in frozen food factories in Thailand.

From the hypothesis testing, the researcher can conclude that Self-awareness, Self-regulation, Internal motivation, and empathy are the factors that affect interpersonal conflict management (significant at < 0.05). Social skills is not a factor that affects interpersonal conflict management (significant at > 0.05). So, the research shows the result of hypothesis testing on table below:

Table 4.23 Summary of Hypothesis Testing

Hypotheses	Research Result
H_1: Self-awareness can be a factor that affects interpersonal conflict management	Supported
H_2: Self-awareness can be a factor that affects interpersonal conflict management	Supported
H_3: Internal motivation can be a factor that affects interpersonal conflict management	Supported
H_4: Empathy can be a factor that affects interpersonal conflict management	Supported
H_5: Social skills can be a factor that affects interpersonal conflict management	Rejected

CHAPTER 5

SUMMARY, CONCLUSION & RECOMMENDATION

This chapter provides a conclusion to the research findings, reviewing the objectives and discussion the findings in light of the objectives. The goal of the chapter is to bring together information from the findings and literature review. Furthermore, this chapter will discuss the limitations and recommendation for further research.

5.1 Summary of the Study

The data collection and analysis show about the problem of the relationship between emotion management, leadership, and the confliction in organization which cause by many different factors such as emotion, attitude, belief, etc. When saying "emotion", most of people will focus on a negative meaning especially the anger that will affect to the capability and effective of the worker. Moreover, a decision making of a person who is angry or is in a negative feeling will be worse decision than a person who is calm or in a positive mood which these will effectively cause to the organization and might lead to the conflict within the firm.

In fact, "emotion" is relating with everyone and able to affect everything which these things can happen all the time. During the work, every staff will use physical and mental skills as well as the emotion recognition. According to the study, the result shows the high level of the confliction can be happened in the organization. Also it is found that the different characteristics, traits, and emotion of an individual can be the cause of the confliction. Therefore, the leader of the organization must be able to manage the conflict and able to handle with the problem.

5.2 Discussion

Nowadays, the leadership does not only focusing on task-oriented but also the relationship-oriented that the leader must be able to conform with the situation at that time. Also, the leader must able to motivate the staff to work over their capability. It is

found that the emotion and behavior of the leader will affect the emotion and behavior of the staff in the organization. The moody and angry leader will lead to a bad environment in working place that the staff will be pessimistic and negative, while a happy leader will make the staff dare to do something new and challenging. Moreover, the staff will be optimistic and hopeful that they are able to see the chance to success their goal. The staff will be creative and making an effective decision. As a result, the action of the staff will affect to the income of the organization. An important point is the leader must able to understand the emotion of himself and other that he must able to control his emotion effectively, and must able to manage the situation.

To be a good leader, a person must know what will be the motivation and inspirations as well as create the balance between intrinsic and extrinsic motivations. To manage the organization successfully, it is depended on the leader's skills on motivating the staff to devote their body and heart, as well as their working capability to reach the organization goal. Therefore, the leader must concern on the important of labor resources and must searching for the best way to motivate and stimulate the staff to use their skills effectively. Consequently, motivation is an important and beneficial technique for the leaders.

The state of emotion of the leader can be the motivation of the staff. To make the motivation in works, it make of two ways of motivation which are intrinsic motivation and extrinsic motivation. The same motivation can be the result of different behaviors, however, with the different motivation can lead to the same behavior. Sometimes, one behavior might make from many motivations which these following motivations could be found in the society.

1. **Need** – need is the state of the lack of balancing in a person which motivate a person's behavior to create the balance for himself, for example, a lonely person will need the attention and love from other people. It will motivate that person to do something that he will get love and attention. Need is so influence to the behaviors. It can be said that the motivation of a person's behavior to reach their aim is happened from the need of person. There are many kinds of needs for human which the psychologists have discussed about the basic needs of human into two following terms:

1.1. Physical Needs – it is the natural kind of physical need such as a need for food, breath, rest, and eroticism. Physical need is the motivation for person's behavior to respond their need, known as Biological Motives.

1.2. Social or Psychological Needs – it is the need of social learning, for example, the need of love, stability, safe, freedom, success in life, the status in society, and to be accepted in the society. Social or psychological needs are the reason of human behaviors that the reaction will respond in the term to reach their goal and get what they need, which this motivation known as Social Motives.

2. **Incentives** – it is the factor that motivates a person to do something to reach their aim which the motivation is an extrinsic motivation, for example, to motivate the staff to come to work regularly by praise or reward the staff that never misses a day of work or do a Top Ten list of the best branches in the organization, etc. These motivations can motivate the staff to come to work regularly which the motivation could be an object, symbol, or admiration that makes a person satisfy.

3. **Arousal** – it is a state that a person is ready to show their behavior, the brain is ready to think, and the muscle is ready to move. The athletes will warm up their body to be ready for the sport or the receptionist always ready to serve to customers. An arousal will lead to a better work result if the staff has an arousal for their works. However, there are three states of arousal which are a high-level of arousal, middle-level of arousal, and low-level of arousal. The psychologist suggests that the best level of the arousal is the middle-level. If the arousal is too high a person will be too exciting which will lead to the lack of attention in work. And if the arousal is low, a person will complete the work slow. According from the study found that the factor that could arouse a person to be alert from both external stimulus and internal stimulus is an individual characteristic of a person such as personality, traits, and body system.

4. **Expectancy** – it is an expect of a person on the future event, for example, the expectation of the staff who expect that they will get a yearly bonus around 4-5 times of their salary will make them more active on working which some of them might be fulfill but some might be disappointed. In human's real life, an expectation and what really happen often not goes together. If the staff expected too much and what's really happen didn't fit with their expectation, the staff will be disappointed which might cause the problems to the organization. So the leader should be careful on the expectation of

the staff that they should understand each other. If the staff set the forlorn hope and the leader doesn't respond them, it might lead to some trouble in the work place, for example, the staff might burn the factory or company down if the company don't provide the bonus as much as the staff expected.

The behaviorism psychologist try to suggest that the best tool to make people working in the best process is to create a motivation for them because motivation can make by a low investment with a very effective result, but also it is the hardest way to do if the leader don't know the right process to make the motivation. However, because human got a different characteristic and needs so to make a motivation, leader must understand the need of the staff so the motivation could be effective.

The best way to do is to assign the work that the level of work must not be harder than what a person able to do, so a person can work successfully every time they got assigned. If the work is a little harder from their capability, the staff will try little harder to make it success then they will proud on themselves when the work done. After that, the leader can make it harder than before to enhance the worker skill and eventually the work will be more effective. This is the way to increase effectiveness at work.

The relationship between the state of emotion of the leader and the conflict resolution or supervision is shown below. Conflict Resolution or Supervision is to end the conflict by making every side compromise each other or decide to find a winner. Conflict resolution can classify into three ways:

1. **Win-Lose Method** – to decide for a winner that the winner will get what they want which the loser might lose because of the authority or the majority of the winner. The loser might feel lost and frustrate which this method can be divided into several ways:

(1) Forcing – the authority of one side can authorize and force the other side to surrender and end of the conflict which this way can lead to the revenge because this way of resolution is not the way that fix on the problem directly, so after the end of the conflict, the problem still remains.

(2) Smoothing – this solution is to bring down the conflict and prevent the wider conflict by asking for the end of the conflict and show the opposition that the problem is not worthy to argue. This solution is not a way to fix the problem directly so the problem still remains because a group or person who end the conflict by the asking of

other might feel like they are losing, so the end of the conflict will end temporarily and can happen again in any time.

(3) Avoiding – this solution happened when the leader decides to avoid the conflict by acting like he does not know that there are conflict happening, not respond to the request of the staff, or try to extend the time by not making a decision, etc. This solution is totally cannot fix the problem effectively because the avoidance of the leader cannot fix any problem. Even more, the staff might feel like they are losing after the avoidance of their leader which under that feeling the staff might cause more serious problem than before.

2. **Lose-Lose Method** – to make both team of the confliction lose and unable to reach the goal that both parties want, or both parties are getting some parts of their needs. Both teams will be called as a loser. This solution is based on the concept of "better than nothing" which many experts see that this solution is a better way to fix the problem than a Win-Lose Method (Blake & Mouton, 1970: 413-426).

This method is famously used in compromising or bargaining which bringing down the conflict by making both side meeting each other halfway. Each side will not successfully reach their entirely goal but they will get only half of it. However, there is a weak point in this method because it can't fix the problem directly. The true purpose of both groups is still unsuccessful so the conflict might end up temporarily. Moreover, compromise doesn't lead to the creativity.

3. **Win-Win Method** – this solution will allow both side of the conflict win and get on what they want.

Integrative problem solving is the famous method that people mostly use which sometimes the expert calls this solution as the Confrontation. There is no process to eliminate the conflict and there is no compromise in this method but there will be the chance for both sides to integrate together and fixing the problem then, find the best way that each other will be satisfy. In this method, the leader or the group must make the opposition feels that everybody in the organization is able to cooperate and reach the goal together.

Generally, if there is a conflict in the organization, it will lead to the different consequences. Grid (2006) said that there is a good side and bad side of the conflict that the conflict might be in the term of creativity or destroy. If there are too many conflicts

happened in the organization, it will lead to the negative consequences that will destroy the effect of the organization. If the conflict stands in a suitable point, it will lead to the positive consequences that can be viewed as the creativity effect to the organization. Nevertheless, it is hard to define the conflict in real life on which point is the suitable conflict for the positive consequence. The expert suggests the strategy on helping to make the decision of observe the suitable point of conflict by observing the consequence of the conflict. In other word, if the consequence of the conflict is positive then the conflict is standing on the right point. If there is negative consequence then it mean that the conflict become a ruination rather than the creativity.

The analysis results on the state of emotion of the leader that can prevent the conflict in organization. The conflict can be prevented by allowing the opposition deliberates their opinion freely by using following strategies:

1. Strategy of harmonious opinion by searching for the solution that everyone will accept and respond the needs of both sides which both sides must help each other to find the best solution for each other. The important key for this factor is to accept the modern idea that conflict is something that will give the benefit to both groups by leading to the modification and creativity and that conflict is not a threaten thing that will lead to the argument. By this strategy, user must search for the reason that is the cause of the problem and must focus on fixing it rather than respond the group's needs. Nevertheless, the aim of the strategy of harmonious opinion is to promote these following processes to the organization 1) search for the truth that is the cause of the problem without any bias toward a group 2) sincere and open-mind 3) avoid to respond the needs of any group by asking for help from the third person and avoid to use the majority to decide for a result.

2. Strategy of integrated decision making is about the decision making that needs more processes on doing it by using some solution from each group and integrating it together with other group's idea. By this, it will lead to the acceptance from every group. The factors for the strategy of integrated decision making can be classified into these following terms: 1) repeat and self-adapt for a good relationship, cognition, and the attitudes. 2) specify a clear problem 3) look for the solution 4) make a harmoniously decision.

However, to fix the problem together or the win-win method can lead to the true solution of fixing the problem because it is the way to search for the cause of the problem which the groups can find a suitable solution for them problem. As a result, the solution will lead to the positive consequences to the organization. According to the study, the methods of conflict resolution above show that to fix the problem together is the only way that will lead to the true conflict resolution. Moreover, we can see from the research of many experts that to fix the problem together will lead to a good relationship of the members that will create a positive consequence to the organization effectively. Many successful leaders are mostly using this kind of conflict resolution.

Another method that is famously used to conform the conflict between the groups is Negotiation. A good process of negotiation will lead to the conclusion that the groups will be more cooperative to make a win-win decision. In contrast, a bad negotiation will lead to a severe conflict.

In the negotiation, two groups that are having the conflict will search for an agreement by sharing their idea for the best process. The famous example of negotiation that can be easily seen is the negotiation of labor conflict, trade negotiation, hostage negotiation, etc. Likewise, the leader must do their negotiate duty with the staff, retailer, and the customers regularly.

It could be said that when the conflict happen, most of people will automatically conclude that the conflict is ruining the work and cause negatively to the organization. This study shows that this kind of belief is not always right. The conflict can lead to the creativity or ruination if the process of eliminating the conflict is not effective. Even the conflict is too much or too little, both will be an obstacle for working. But if the conflict is not harmful yet, it is a good confliction because it can urge to a new idea, decrease tension level, and lead to a modification. So this kind of conflict is not for the division or be an obstacle for communicating and cooperating.

The negotiation is an activity that happens regularly in the group when people are working. The negotiation that trying to avoid the conflict or confrontation by allow the benefit for just one side is effective only in a short term, while the integrate negotiation can make every sides satisfy and maintain group relationship.

Moreover, the normal situation but important for teamwork is the confliction which happen when the opinion of member in the group is disagreeable that can

happened in many levels, for example, between people to people, people and group, group and group, and organization and organization. The cause of the conflict happened by being in a different circumstance, conflict of interests, a different expectation, prejudice, different value, different cognition, and the interaction. The conflict response can be classified into five types such as avoidance, lessening, forcing, compromise, and resolution which each type got its own advantage and disadvantage. Also the condition of suitable using is different to each other. The conflict resolution that mostly wanted is the win-win method that everyone got a fully benefits and the relationship still maintain in a good condition, however, the groups must practice in a regulate condition.

The confliction is something that happens naturally and the conflict doesn't affect only physically but also mentally that it can create the confliction of thought, the confliction of emotion, and mentally oppression. So, to handle the confliction people must concern that the confliction is something that is unavoidable but it is manageable. The leader that understand the nature of confliction is able to change the confliction to be something creativity for the organization because the conflict in an optimal level can motivate people to fixing the problem. Therefore, the leader who understands the nature of confliction is able to control the confliction to be in an optimal level that is suitable for the organization.

Confliction is not a bad thing and there is something good in it. It will lead to the new knowledge and idea about "people can act and think differently" which people should understand on the correctness and acceptance. The importance of the confliction will lead to the modification and development as well as the creativity of new things. The confliction will lead to the learning, self-adapting, mind-adapting, and emotion-adapting.

Therefore, the confliction that happen from any factors include the emotion can lead to positive and negative consequence for the organization which it depends on the conflict management of a person. If there is no suitable conflict management, it will seriously affect to the development administration. If the leader cannot avoid the conflict, he should understand the conflict and transform the conflict to be an advantage situation. There by, to make a positive outcome from the conflict, confliction management is a good and important tool that the leader should know and understand the cause of the confliction, understand conflict resolution, and choose the

right way to bring down the conflict with an effectively outcome and maintain a good relationship of the members with the satisfaction on working.

One of an important skill in conflict resolution is listening skills. The listening must be understandingly as the word "First to understand and then to be understood" and try out the equipment for the comments to decrease the confliction.

5.3 Conclusion

This research used a quantitative study as the research method. The aim of this study is to show how emotional intelligence factors of leadership affect conflict management in frozen food factories in Thailand. The research paper focuses on meeting the objectives that to explore the role of emotional intelligence factors of leadership affecting the conflict management in workplace and to analyze the ability of the prediction of emotional intelligence and leadership of the headman and the methods to handle the conflict in an organization.

The results show that self-awareness can be the factor that affects interpersonal conflict management. A leader with this ability can understand complicated problems and being ready to appropriately and instantly adjust his/her expressions. The leader with this ability knows his/her limits and able to efficiently use his/her strengths. When obstacles arise, the leader with this ability will be ready to face obstacles because he/she is always determined to overcome obstacles As a result, this leader can lead other staffs to achieve organization's goals.

The results show that self-regulation can be the factor that affects interpersonal conflict management. A leader with this ability can control his/her emotions well and can handle emotional problems well. Eventually, this leader will find a useful solution to solve conflicts in the organization.

The results show that motivation can be the factor that affects interpersonal conflict management. A leader with this ability is able to control and motivate own self and others to achieve the goals. The leader with this ability has high creativity to solve the conflicts within organization.

The results show that empathy can be the factor that affects interpersonal conflict management. A leader with this ability can understand others' emotions and

listen to others' viewpoints. The leader with this ability can build relationships with other staffs that have different backgrounds and cultures. This ability enables a leader to leader others to find a mutual solution as a moderator who considers the others' feelings.

The results show that social skills cannot be the factor that affects interpersonal conflict management. A leader with this ability can build relationship and communicate with others appropriately but he/she cannot manage to handle and solve the conflicts in the organization.

5.4 Limitations of the Study

There are three limitations of this study which are: (1) This study conducted only one industrial which is not all of the business sectors. Therefore, the result of this study cannot be used for develop the strategy for other businesses. (2) Some of the managers provided error information which cannot be used in this study. So the researcher must recollected data again in order to complete the survey research. (3) As this research conducted in English, the questionnaire and summary of the research's scope were translated into Thai language version in order to support the respondents more understand about the questions and the objectives of the research. (4) The researcher conducted the questionnaire with self-reported. As a result, the respondents could answer the questions inaccurately in order to present themselves in the best possible light.

5.5 Recommendation

Despite the fact that there are several limitations in this study, the researcher acknowledges these limitations. This study could be further improved if the sample was not just from the leaders and managers of frozen food factories in Thailand. The researcher distributed the questionnaire only in frozen food industry, so it could be broadened to include other business industries in Thailand. In addition, this research also focuses on one industry – the frozen food industry. The result of this study cannot be generalized to other industries or other areas. Further research is needed to enhance

our understanding of the interrelationships of effectiveness of emotional intelligence factors and conflict management.

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APPENDIX A
SURVEY QUESTIONAIRE

Questionnaire

The effectiveness of emotional intelligence factors and engagement of leadership in risk management in frozen food factories in Thailand.

This questionnaire has been developed for a Master Degree in Business Administrative at Stamford University for the purpose of education only and the information will be treated with high confidentiality. Please answer the following question by marking "X" in the space given below and do kindly answer truthfully and complete all questions.

**Are you a Leader/Manager?

☐   Yes

☐   No

*Note – If you tick "Yes", please proceed on with the following questions.

Part I - Demographic Questions

1. Gender
     A) Male   B) Female

2. Age

     A) Under 29 years old   B) 29-39 years old

     C) 40-49 years old   D) 50 years old or above

3. Nationality

     A) Thai   B) Non-Thai

4. Status

     A) Single   B) Married
     C) Divorced/Separated

4. Educational level

     A) College/vocational school or equivalent
     B) Bachelor's degree
     C) Master's degree or above

5. Monthly income (The currently 54 GBP = 1 Baht, 20/08/2014)

A) Lower than 15,000 Baht   B) 15,001-20,000 Baht

C) 20,001-30,000 Baht   D) 30,001-40,000 Baht

E) Higher than 40,000 Baht

6. How long have you worked in the organization?

A) Less than 5 years   B) 5-10 years

C) 11-15 years   D) 16-20 years

E) 21 years or above

Part II - Factors of Emotional Intelligence

No.	The Behavior Levels	Strongly Disagree	Agree	Neutral	Disagree	Strongly Agree
Self-awareness						
1	You are aware of your thoughts and emotional all the time.	1	2	3	4	5
2	You can wait for the opportunity to perform to achieve satisfaction.	1	2	3	4	5
3	You quickly blame subordinates when they make you unhappy or dissatisfy.	1	2	3	4	5
4	You can solve the problem smoothly if you have a good mood.	1	2	3	4	5
5	You can tell the cause of the fault or factors that results in moroseness.	1	2	3	4	5
Self-regulation						
6	You use a great emotional support you to resolve the problem properly.	1	2	3	4	5
7	You always realize what you've done will cause good or bad result.	1	2	3	4	5
8	You consider carefully before you speak or express the opinion.	1	2	3	4	5
9	You always accept your mistakes and try to find solution.	1	2	3	4	5

No.	The Behavior Levels	Strongly Disagree	Agree	Neutral	Disagree	Strongly Agree
10	You can easily say sorry for other people when you make mistakes.	1	2	3	4	5
Internal motivation						
11	You feel proud when you use the ability to work efficiently.	1	2	3	4	5
12	You will not give up when faced with the obstacles and disappointments.	1	2	3	4	5
13	You have faith that every problem always has a solution	1	2	3	4	5
14	You always encourage yourself, especially when you have to face or solve the problem.	1	2	3	4	5
Empathy						
15	You are willing to sacrifice your benefits for the purpose of collective.	1	2	3	4	5
16	You understand and agree to the emotional state of others.	1	2	3	4	5
17	You are willing to enter into mediation to solve or clarity in the event of conflict between subordinates.	1	2	3	4	5
18	When subordinates feel uncomfortable, you always encourage and suggest the way to solve the problem.	1	2	3	4	5
Social Skills						
19	You can work and communicate with subordinates effectively.	1	2	3	4	5
20	You can encourage appropriately to the subordinates when they face a problem.	1	2	3	4	5
21	You can listen to the opinion of the subordinates without feeling guilty.	1	2	3	4	5
22	You pay attention to what's going on with subordinates at all times.	1	2	3	4	5
23	You always use polite words with subordinates.	1	2	3	4	5

Part III - Interpersonal Conflict Management Questions

No.	The Behavior Levels	Strongly Disagree	Agree	Neutral	Disagree	Strongly Agree
Competition						
1	You insist on practical activities that can always achieve your goals.	1	2	3	4	5
2	When the problem occurs, you want everyone believes in your solutions only.	1	2	3	4	5
3	You try to find a way to induce subordinates to believe and follow what you want without controversy.	1	2	3	4	5
4	You try to push others to accept your opinion.	1	2	3	4	5
Avoiding						
5	You usually assigned to someone else to fix the problem.	1	2	3	4	5
6	You try to avoid situation that cause problems within the organization.	1	2	3	4	5
7	You try to avoid in the face of situations that make you unhappy.	1	2	3	4	5
8	You try to avoid comments that can cause contention problems.	1	2	3	4	5
Accommodation						
9	You try to do what's causing unity within the organization rather than causing conflict.	1	2	3	4	5
10	You try to be kindness and care other people to maintain good relations in the organization.	1	2	3	4	5
11	You try to make all parties satisfied and fulfilled almost every time.	1	2	3	4	5
12	In the negotiations, you try to think of the pleasure of others.	1	2	3	4	5

No.	The Behavior Levels	Strongly Disagree	Agree	Neutral	Disagree	Strongly Agree
Collaboration						
13	You always seek the assistance of others in order to solve the problem.	1	2	3	4	5
14	You try to postpone the issue until you have time to manage the problem effectively.	1	2	3	4	5
15	You try to listen to all opinions and issues openly.	1	2	3	4	5
16	You will express your opinion to others and ask the opinions of others as well.	1	2	3	4	5
Compromising						
17	You try to find a compromise solution.	1	2	3	4	5
18	You are trying to coordinate the interests of all others and yours together.	1	2	3	4	5
19	You give up some points to be won in the next few issues.	1	2	3	4	5
20	You tried to offer a middle way to solve the problem.	1	2	3	4	5

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